DOCUMENT RESUME

ED 066 850 EC 042 926

AUTHOR	Eden, Kathleen; And Others
TITLE	Auditory Training; A Guide for Teachers of the Handicapped.
INSTITUTION	Iowa State Dept. of Public Instruction, Des Moines.; Iowa Univ., Iowa City. Special Education Curriculum Development Center.
PUB DATE	Sep 72
NOTE	242p.
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	Auditory Perception; *Auditory Training; Aural Learning; *Aurally Handicapped; Aural Stimuli; *Elementary Education; *Exceptional Child Education; *Lesson Plans; Memory; Remedial Instruction; Remedial Programs; Sequential Learning; Teaching Guides

ABSTRACT

Approximately 250 remedial lessons in auditory training for the elementary school child are presented for six major areas: auditory reception, auditory discrimination, auditory memory, auditory sequential memory, grammatic closure, and auditory association. The lessons are designed for the child who has adequate auditory sensitivity, but who does not respond to auditory stimuli as others do. Within each major area the activities are divided into readiness, academic, and advanced levels. The levels are intended only to provide a means of dividing the activities into sections which become progressively more difficult. The lessons are said to assume an average class length of 50 minutes. The lessons are generally arranged into sections denoting instructional objective, materials to be used, activities to achieve objective, and occasional comments. Rationale for the remedial program precedes 31 lessons on auditory reception, 30 lessons on auditory discrimination, 68 lessons on auditory memory, 104 lessons on auditory sequential memory, 17 lessons on grammatic closure, and 23 lessons on auditory association. The lessons are replete with practical instructions to the teachers, ideas, and activities for achieving the educational objective. (CB)

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AUDITORY TRAINING

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SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER   AN INSERVICE TRAINING APPROACH

AUDITORY TRAINING

A Guide for Teachers of the Handicapped

September 1972

by
KATHLEEN EDEN
JEAN S. GREEN
JANICE HANSEN

U.S. DEPARTMENT OF HEALTH,
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A COOPERATIVE PROGRAM INVOLVING THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION AND THE UNIVERSITY OF IOWA

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Printed by
the
Joint County System
of
Cedar, Johnson, Linn
and
Washington Counties
CEDAR RAPIDS, IOWA 52401

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Rationale

1

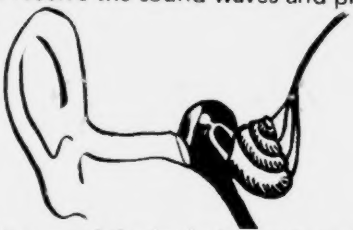
What's wrong with Johnny? He just doesn't seem to be listening to what I say in the classroom. Why this morning I had hardly finished giving the reading assignment when he asked, What are we supposed to do? *And then there's Jane. She's already ten years old and her speech is so poor you have a difficult time understanding her when she talks about* dwiving a caw down a wrough woad.

Johnny and Jane may both be experiencing auditory problems. There are many varied and different characteristics of children who have problems with the auditory channel. There are those children who forget directions before they begin the task or in the middle of the task. Some children seek additional clues to what is being said and therefore are constantly looking at the teacher's face for these clues while she is speaking. Another child may utilize the children around him for his information either by copying from their papers or by watching their actions so he can determine what it is that he is supposed to be doing. Some children overreact to noises. Perhaps his or her activity increases as the noise level in the room increases or he may shout that it hurts his ears when the boy next to him dropped his crayon on the floor. Some children are not able to discriminate between the sound of "f" and the sound of "v" after many repeated reading experiences with these sounds.

There can be a number of different possible reasons for this behavior, such as lack of motivation, poor home environment, or lack of experience; however, many of these youngsters can be experiencing difficulty with the reception or interpretation of auditory information.

Before discussing characteristics of children with auditory problems, look at an extremely simplified explanation of how we hear.

In order to hear we first of all need sound waves, as they are the stimuli for hearing. Our environment contains many simple and complex sounds which create the sound waves which enter the ear. The ear does not hear, as it is merely the mechanism that receives the sound waves. The ear is divided into three parts: the external ear; the middle ear; and the inner ear. These are the parts of the ear that receive the sound waves and process them for transmission to the brain.

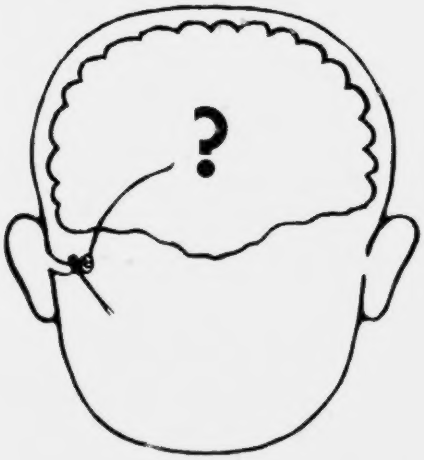


The connection between the ear and the brain is provided by the auditory nerve. The incoming sound waves cause the auditory nerve to be stimulated thereby creating impulses that are then sent to the brain.

Although relatively little is known about the actual functioning of the brain it is felt that once the impulses reach the brain a very complex processing of information takes place. This mental processing allows us to interpret or understand (make sense, if you will) out of what it is that we have heard.

We can only be amazed at the functioning of the brain because there is so little information available on how this occurs. What happens in the brain to allow us to react when we hear a train coming toward us, or to respond to a question or command from our teacher? At this point in time there is not any information available to answer these questions.

In this book we are not attempting to provide techniques for working with children who are classified as being deaf or hard of hearing. Children who are thus classified do require special materials, methods, and techniques during their educational careers and hopefully such programs are available for these children in your local areas. What we are attempting to do is to provide information on how to work with and teach children who do have adequate auditory stimuli as others do. This child's ears are functioning normally but he may be having difficulty interpreting, remembering, or responding appropriately to what he has heard. The root of the disability we are attempting to deal with in this book is not one which is found in the functioning of the ear, but rather it is found in the functioning of the brain.



2

Areas of Auditory Abilities

Our world is full of sounds. They almost constantly bombard us wherever we are. When sitting in the typical classroom a child is constantly exposed to sounds. He can hear: children reading in the reading group; the class next door walking down the hallway; cars being driven down the street alongside the school; children playing outside during their recess period; the motor of the ventilating fan running in the classroom; and, the children sitting at their desks writing, opening and closing their desks, and shuffling their papers and feet. Out of all this buzzing confusion most children can sort out the sound stimuli they need or want to respond to, but for some youngsters sounds remain a mysterious myriad of confusion. Due to faulty or undeveloped auditory skills they may not respond to sounds at all or they may respond to all the sound stimuli around them.

Good auditory skills are extremely important in any classroom. A child must be able to listen to instructions, discriminate between sounds, remember discussions, memorize facts and passages, associate the sound of a letter with it's written symbol, identify whether a certain letter sound is found at the beginning, middle or end of a word, and identify rhyming words.

Some of the abilities necessary for good auditory skills are: auditory reception, auditory discrimination, auditory memory, auditory sequential memory, grammatic closure, and auditory association.

AUDITORY RECEPTION

Auditory reception involves the ability to derive meaning from what is heard whether it concerns specific sounds, conversation, or other verbally presented material. Examples of auditory reception would include such things as:

- A baby hearing his mother's voice and turning in the direction of that sound.
- Hearing a siren when you are driving and responding by pulling over to the side of the road.
- On the verbal level, auditory reception involves the ability to understand and respond to such questions as *Do clocks yawn?* The child's answer, either yes or no, would indicate whether he could derive meaning from the verbally presented material.

A child with an auditory reception problem may have some of the following characteristics:

- The child may be unable to grasp more than simple short directions although he seems to be normally intelligent in other areas.
- This type of child does not care for word games or games which require response to verbal directions.
- Their relationships with peers are difficult as they do not understand what the other children are talking about and they may feel left out or get their feelings hurt.
- The child understands stories and instructions better if pictures, diagrams, or demonstrations are used. He requires more visual aids to supplement verbal directions.

AUDITORY DISCRIMINATION

Auditory discrimination is the ability to hear likenesses and differences between sounds. It would include such things as:

- Identifying the differences between a car horn honking and a glass being filled with water. (This would be considered a gross auditory discrimination activity.)
- Identifying the differences between the sound of "f" and the sound of "t." (This similarly would be considered to be a fine auditory discrimination activity.)
- Being able to identify loud and soft sounds, differences in pitch, and high and low keys being played on a piano.

A child who has difficulty in this area may:

- Have difficulty learning the sounds associated with letters of the alphabet.
- Confuse words which sound similar, i.e., guord for Lord, or singer for stinger.
- Will often guess at unfamiliar words due to poor phonetic abilities.
- Have poor word attack skills.

AUDITORY MEMORY

Auditory memory is the ability to remember things that have been heard. It can be divided into two sub-categories.

1. Long term memory, i.e., being able to recall a story that was read a week or a month ago.
2. Short term memory, i.e., being able to repeat instructions that were just given to the class.

Characteristics of children with auditory memory problems would include:

- The child may have difficulty repeating words or a sentence.
- It may be difficult to follow simple classroom instructions, so they watch the other children for clues as to what they're supposed to be doing, or they watch the teacher's gestures quite closely for additional visual clues.

- The child may have difficulty remembering the names of the letters of the alphabet and their sounds.

AUDITORY SEQUENTIAL MEMORY

Auditory sequential memory is the process involving memory, in a given order of something the child has heard. Examples of this skill would involve:

- Being able to repeat a list of words or numbers in the same sequence it was given.
- Retelling a story and being able to put the details in the proper sequence.
- Following a series of classroom instructions in the proper order.

A child with difficulties in this area may show some of the following characteristics:

- Inability to learn the days of the week or months of the year in proper sequence.
- Mispronounce words, i.e., emeny for enemy, and aminal for animal.
- Inability to follow a sequence of commands, such as, *Take out your math book. Turn to page 115 and look at the first problem in the second row.* (This child is often still getting his book out of his desk while you are already discussing the math problem.)
- Unable to express himself in language situations in a logical manner.

GRAMMATIC CLOSURE

Grammatic closure refers to the ability to detect what particular word or phrase is being sought when only part of the word or part of the phrase is spoken. Examples of grammatic closure would include such things as:

- Supplying the missing word to an incomplete phrase such as, sugar and .... (spice).
- Completing a word when only the first part of the word is given such as, teleph ..... (telephone).
- Using sound blending techniques to phonetically sound out words such as, c-a-t for cat.

A child who has difficulty in this area may:

- Have trouble learning plurals and past tenses and irregular forms of verbs.
- Mispronounce words he has heard many times such as pasgetti for spaghetti.
- Put the parts of the sentences together incorrectly such as, *Jumped on me the dog,* instead of, *The dog jumped on me.*
- Mix up parts of words thereby creating spoonerisms such as, *Jose can you see by the dawn's early light,* instead of, *Oh say, can you see by the dawn's early light.*

AUDITORY ASSOCIATION

Auditory association refers to the ability to relate to spoken words in a meaningful way. An example of auditory association would include:

- Associating and supplying the missing word in this incomplete statement: sugar is sweet; lemon is . . . .

- Answering questions like: *What sound do you make when you cough?*

- Classifying objects into groups such as, peaches, pears, and apples are all fruit.

Children with auditory association difficulties may:

- Have difficulty relating concepts to each other such as, *How are a car and a truck alike?*

- Have difficulty learning to classify and categorize concepts such as, *Is a peach a fruit or a vegetable?*

3 An Auditory Based Reading Program

The implied purpose of a sound remedial reading program is *to assist the delayed or disabled reader in the development of sufficient skills and competence in all of the areas of language arts so that he may gain meaning from the printed and/or spoken word.*

The process through which this objective is attained frequently requires the use of all input modalities (visual-auditory-kinesthetic-tactile), and involves decoding and encoding of material *received through* the spoken, printed, and written word as well as *expressed by* the spoken, printed, and written word.

The reading program methodology which is generally considered to be the most effective for the greatest number of students is the pattern control, phonics approach as opposed to the frequency control approach. A number of early as well as contemporary educators appear to favor the pattern control phonics approach, i.e., Bannatyne, 1971; Gillingham, 1960; Chall, 1970; Orton, 1937; Money, 1966; Fernald, 1943; Schiffman, 1966. In brief, this method stresses the sequential development of word-attack skills (via special techniques and materials especially selected to correct specific deficiencies), and comprehension skills. Inherent in this method is: letter recognition; letter-sound association; letter-to-sound/sound-to-letter decoding and encoding; letter-sound blending into words; ability to use the preceding skills when confronted with new words; eventual automatic response when presented with any of the preceding tasks, either in isolation or in shifting combinations; and finally, linking words together into phrases, sentences, or paragraphs. Thus, to repeat again the basic concepts underlying the pattern control, phonics approach to reading.

> *this method stresses the sequential development of word-attack skills (via special techniques and materials especially selected to correct specific deficiencies), and comprehension skills.*

Therefore, in order to develop efficient reading skills, it is highly important to develop adequate perception, discrimination, association, comprehension, and meaningful use of environmental sounds. Actually, the largest proportion of what is learned is based upon what is heard -- and the hearing-listening process begins shortly after birth. Paramount among these environmental sounds to be mastered is communication through language (Smith, 1971).

The child, to the bafflement of all the experts, develops his own system of language. He does this without formalized instruction, and without really imitating (at first) methods of speech formation used by adults. His is creating his own speech, progressing via a process of elimination. He begins with a much wider variety of sounds than used by his language community, discarding those that are not appropriate. He appears to develop his own structure, his own set of rules. He learns what speech *is* by discovering what it is *not*. He sends up *trial balloons* when he announces, *Eat now,* and his mother replies, *You are hungry now and you want something to eat.* His method of reality testing has resulted in a filled out sentence through his mother's response. His two- or three-word sentences, thus, gradually become more complete and more complex. Sometimes his rules do not work for him, as when he says *runned* for *ran,* or *sitted* for *sat.* His approach is logical; our language is not.

If the child's family, within his immediate environment, converse and interact with him, read to him, expose him to rich and varied materials (learning experiences), and if all other aspects of his growth and development are progressing on schedule, he will undoubtedly possess very adequate speech skills and verbal fluency. Research indicates that such children will be able to learn to read with fairly comfortable ease. If, on the other hand, there is a paucity of these experiences, if the adults and/or other members of his immediate environment do not or cannot interact with him, if they are unable to serve as the kind of model he needs, or if growth and development are not progressing on schedule from whatever cause, the child will very likely have learning problems requiring from moderate to intense remediation. This child, in school, seems unable to convert what he hears and speaks into its corresponding printed form, nor can he convert the printed form back again into what he hears and speaks. Much of his difficulty can be attributed to underdeveloped auditory and/or visual discrimination skills, inadequate processing skills, poor language development, or any of a number of other deficiencies (see *References* for further information). While he knows and understands quite a few words, he seems unable to select, identify, and/or isolate one word from all the others. So far as he is concerned, he cannot cope with consecutive speech,

thespokenlanguagebeingjustonelongstringofsounds.

(Take a moment now, and go back over the letters above. The reader's previous experience made it possible to break this letter sequence quickly into the ten words actually present, being, also, familiar and conversant with the language spoken. The situation would be somewhat different, however, if we were tourists in a country whose language we did not understand -- and our English speaking guide suddenly left us. The same sense of apprehension must be experienced by these children who watch our faces intently, hearing -- but not understanding -- all of the conversation around them.) Adequate comprehension and use of speech, then, are among the first areas to which special educators must direct their attention.

Inability to understand consecutive speech is related to a given student's inability to keep his place on the printed page, both being a part of sequencing, discrimination, and figure-ground skills. The page contains nothing visually recognizable so far as he is concerned because he has few **auditory** images to which he can relate and compare the visual image. Directionality, figure-ground shifting, unfamiliarity or lack of mastery of organization of space, can all add further confusion; the page becomes a blur. When this child writes, he may: include too many letters in his words; transpose, reverse, or invert letters;

fabricate so that his product bears no resemblance to the original word; and/or join words together much like the example on the preceding page. In other words, this child has not developed his own system of language structure, for whatever cause. He has nothing within himself to use as a gauge, or model, against which he can compare subsequent learning, information, or material.

Since the focus of this book is *auditory remediation,* and since we must provide the *bridge* for the child to translate what he hears into what he sees and back again, we suggest that for this particular child, *to begin with,* the whole-word method be used (Johnson & Myklebust, 1967). The child who has auditory weaknesses cannot yet hear the fine differences in sounds and it will be too frustrating for him to use a program requiring him to do so. It is only after he has built up his present vocabulary (even though it will be limited) that he will be able to comfortably work into the phonics. Then, we suggest the visual-auditory pairing of stimuli as one of the most effective methods of accomplishing this task. Kinesthetic (or writing) activities should accompany visual-auditory tasks whenever possible. Also, since this child has not developed a dependable structure of his own, we must provide that structure for him *as long as he needs it,* i.e., until he has developed his own internal system of organization. Tasks should be kept short and simple; sentences should be short and to the point. It is important that the instructor speak naturally, but slowly enough for the child to hear words as discrete and separate from each other. As auditory skills improve, instructor-speech can be accelerated on a *trial-and-error* basis, with the instructor closely observing the student during the entire process. Such a child should also be scheduled for regular classes with the speech clinician.

The daily schedule should be kept reasonably predictable. Unstructured activities around these children serve to heighten their sense of anxiety, hence increase their disorganization, hence ability to attend decreases, hence they are not listening-hearing-learning. This does not imply rigidity. This does imply organized planning which includes exploratory departures from routine followed by time to digest new knowledge, to sort and classify it, store it, and add to the experiences that make it possible to move out again to another new task. And, reading groups should be as small as possible to maximize effective input.

For the child who is having difficulty sorting out the patterns of sounds around him, how discouraging it would be for him if he were aware of the letter-sound discrepancies that are waiting to confound him. For example, the letter /a/ is involved in the following confusions:

short /e/ as in bread
long /e/ as in heap
long /a/ as in they
long /a/ as in day
long /a/ as in fate
long /a/ as in said
long /a/ as in reign
long /a/ as in great
long /o/ as in boat
/aw/ sound as in talk, all, saw, haul
/a/ followed by /r/ as in farm, car, barn
short /a/ as in cat, hat

And we haven't really begun! Therefore, part of the structure we can provide for this child is a reading program based on short vowels, to begin with, and the eleven consonants that have only one sound (/j/, /k/, /l/, /m/, /n/, /b/, /p/, /h/, /r/, /v/, and /w/), introduced in appropriate order. We suggest the presentation of letters and letter combinations in the following sequence, which is a merging of sequences used by Merrill, Gillingham, and The University of Iowa Reading Clinic Manual by Elizabeth Forrell.

Group 1: /a/, /b/, /c/, /f/, /h/, /i/, /j/, /m/, /p/, and /t/
Group 2: /g/, /o/, /r/, /l/, and /n/
Group 3: /th/, /u/, /cg/, /e/, /s/
Group 4: /sh/, /d/, /w/, /wh/, and /y/
Group 5: /v/, /z/, /x/, /ck/, /ee/, and /k/

Individual letter-names are paired with key words (/a/ -- /apple/), followed by the addition of the sound a given letter makes in the key word (/a/ -- /apple/ -- /a/). This complete sequence is entered on Language Master cards, including the apple in picture form as well. A separate card is used for each letter presentation sequence. The child runs through his assigned pack of cards daily, until he has learned each letter via the letter-picture association, picture-letter-sound association, for total visual-auditory input. Wearing headphones, the child listens to the complete letter presentation sequence with the instructor-key depressed. When the child sends the card through the Language Master the second time, the student-key is depressed, and the student now dictates *his* complete sequence response (imitating the instructor-presentation) onto the student half of the magnetic tape. The student then listens to his own response when indicated. This same process is used: when the key-picutre is withdrawn and only the letter-name and letter-sound are presented; when letter-sounds are subsequently blended into words; until he reaches the stage for evaluation prior to beginning the next assigned tasks.

In addition to the visual-auditory presentation of material, consistent kinesthetic (manipulating, tracing, writing) activities should be used. Both Gillingham and Fernald use the method wherein the child sees the letter or word, hears himself pronounce each letter as he writes it, and pronounces the letter or word again when he has finished writing it. This method is called the VAK (visual-auditory-kinesthetic) method, and is another, highly effective system of learning. One further element, the tactile component of the kinesthetic activity, adds additional reinforcement. Having the child trace resistant surfaces such as rough fabric or sandpaper, seems to imprint the specific form in the child's visual-motor memory. This method is termed VAKT (visual-auditory-kinesthetic-tactile). But all the while any of the above methods and combinations of methods are being used, there needs to be the combined visual-auditory stimulus to accompnay and reinforce whatever is being used.

When the student has reached the point where he is ready to learn the words, we suggest the following five major methods of presentation on the Language Master cards. Vocabulary entered on these cards could be used with pattern control reading programs such as Sullivan, Educators Publishing Service, SRA, Harper and Row (or Benziger Press), Merrill, or Gillingham. Thus, it is possible for the instructor to assign appropriate LM packs which will reinforce classroom reading materials for the child to study independently.

These five methods of presentation are:

1. The sounding out process is used. The word /bat/, for example, is written out on the Language Master card as follows:

b - ă - t	(Instructor sounds out each letter separately.)
bă - t	(Instructor now blends first two letters together, and sounds out /t/ as before.)
băt - băt	(Instructor now blends sounds together into whole word, providing closure, and repeats the word twice.)

Great care must be used so that the /b/ sound (or any letter sounded out in isolation) is not distorted into /buh/, /tuh/. This is tricky, but with practice, it can be managed.

With the above visual-auditory association, the child is able to see the *printed* process of the letter-sound association, and the blending of letter-sounds into words. It is important that he understand this process. This is providing him with the *basic structure of word attack skills* which, hopefully, he will be able to transfer and apply to unfamiliar words. If he can learn this system successfully, modifying, condensing, and internalizing as he goes, he will be able to reach the point of being able to look at the total word, automatically seeing and sounding out all letters and/or letter clusters simultaneously, thus achieving what is called *instant recognition* or *automatic response.* This method is successful for *most* children.

2. The word/picture is fastened to the LM card, with the word written below it as follows:

bǎt	b - ǎ - t	bǎt
(Instructor pronounces complete word.)	(Instructor sounds out as under No. 1 above.) or *(This segment can be spelled rather than sounded out.)	(Instructor again pronounces complete word.)

Thus, in this method of presentation, the child sees the picture that goes with the word, sees hears the word, either sees /hears it sounded out or spelled, and sees/hears the word again. The word/picture association method of presentation.

*3. The word is presented as a sight word, again being written at the top of the card, and is pronounced normally, with no sounding out or spelling. The word can be repeated four or five times, which is possible on the 9" LM cards. Example:

bat bat bat bat bat

*4. The word is written across the top of the LM card, is pronounced/spelled for a total of four (usually) pronunciation/spelling pairings:

bat/b - a - t bat/b - a - t bat/b - a - t bat/b - a - t

This method of presentation is used when the students are assigned the spelling activities that go along with their reading materials, or as reinforcement activities that go along with their spelling calss. Again, there is visual-auditory paired association.

*5. The word is pronounced, used in a sentence, and pronounced again, with the entire sequence being entered across the top of the card. (LM cards using this format can be instructor-prepared or commercially prepared cards using a similar format are available.) This method is an extension of the sight-word method described under No. 3, and helps the child associate meaning with the word by hearing/seeing it used in context:

bat Can you bat the ball? bat

The preceding five methods are among the most important in developing word attack skills. *The child has to learn what sound each letter makes before he can understand how it sounds different from any other letter(s), and/or how letters are blended into words. He must develop his own internalized basis for comparison.*

*Those asterisked are the best to use *at first* with the child requiring auditory remediation.

However, if a particular student needs additional reinforcement on an even further individualized basis, blank LM cards are available for this purpose. The child's reading instructor then writes the problem task on the card, and dictates the desired response onto the magnetic tape.

As each student completes each step along the sequence continuum, he is given a taped spelling quiz consisting of from 15 to 20 representative words which have been drawn from the materials being studied. He is given a sheet of paper with a space for his name and the date in the upper right hand corner, and numbered lines below. Wearing headphones, he *gives himself* his own spelling quiz as he manipulates the tape recorder. He can pace himself, going as fast or as slowly as he likes, replaying any portion of the tape for clarification. Or, if several students have reached the same stage at the same time, a jack may be used, thus accommodating several sets of headphones, so they can take the test together. One student may be appointed as monitor, manipulating the tape recorder according to group readiness. If the Learning Lab is equipped with a wireless tape recorder, students wearing wireless headphones can sit at any available carrel or in adjoining rooms, in which case a Lab Supervisor checks progress and controls the tape recorder.

The taped spelling words can be instructor-dictated as follows:

Number one. Number one. Bat. Can you bat the ball? Bat.

Turn off the tape recorder and write the word.

The above format can be followed on all spelling tapes, allowing a six- to eight-second interval between each presentation which gives the students time to handle the *mechanical details.* Successful performance is generally considered to be 100% accuracy. Further drill and study of all words missed is recommended until complete accuracy is an accomplished fact.

When the student is ready to begin the *formal reading process,* from primer reading level on, he may be one of those whose progress is much better when taped reading material is used. In this case, the available reading series can be used, or, the instructor may bring reading materials from the local library or Materials Center which fall within the child's appropriate reading level. The child can gain considerable pleasure (and a considerable sense of participation) from being involved in the selection of the book he will use while learning to read. Once the selection has been made, the instructor can tape several pages, including directions and instructions as well as vocabulary review. Each child is given his own folder which contains his written assignment, his book, and a pocket which contains his *personal* cassette tape (one side marked INSTRUCTOR and the other side marked with his name). The child is then referred to the Learning Lab, where he dons headphones and listens to the instructor-dictated tape AS HE FOLLOWS ALONG THE PRINTED PAGE. The instructor's dictation should be comfortably paced, well-phrased, and clearly enunciated. The instructor's dictation is thus providing the *model* for the student so that he is learning how oral reading *should* sound (as well as *imprinting* an internal image that will facilitate future silent reading). The student can listen as many times as he wishes to the instructor-dictation, but it is the writer's feeling that for most students, a minimum of three times produces the best results. This helps develop good visual-auditory associations, good rhythmic reading patterns, and the student is both enlarging his vocabulary and correcting previous errors. When the student feels he can read this specific material independently, he turns over the cassette to the side labeled with his own name, rewinds the tape, and dictates his own oral reading of that same material. When he has completed his initial dictated reading, he rewinds and listens to himself. He should then dictate his own reading a second time (or third time, if needed). When satisfied with his own performance, he turns in his folder to his reading instructor, who listens to his tape and checks for areas still giving difficulty. These areas, then, are accorded necessary explanation and review in the direct-teaching situation.

This particular reading approach has many strong features to recommend it. First, the student is given his assignment -- which he studies and goes over several times in the *privacy* of his own carrel in the Learning Lab. Most of these students are acutely conscious of their academic difficulties, and regularly practice avoidance behaviors so that no one else will learn of their problems. Second, after having studied independently in the Learning Lab, a given student becomes familiar with the material and there is less of the repetitive, drilling type activity necessary in the classroom teaching situation. Time can now be spent working on concepts, comprehension, and various other cognitive aspects of the teaching-learning process. Third, the child is very soon able to succeed in academic performance. Taped reading seems to provide the visual-auditory association and sequencing needed by many of these students. Each successful completion of a read-listen assignment seems to spur them on to the next, and the next assignment. Purely recreational listen-read materials and books should be taped also, so that the students become aware of how genuinely pleasureable reading can be. And fourth, several times through the material seems to help these students internalize and retain content; there appears to be transfer and recognition of vocabulary when encountered in subsequent reading materials; and the development of the *automatic response* behaviors occurs far sooner with this reading approach than it did when the writer was using the conventional methods. I am convinced of its worth, and have observed progress speed up considerably above that normally encountered and expected in a number of instances. Best of all, when the students suddenly realize that they *can* learn, after all, the problem of generating sufficient motivation is pretty well solved! After all, nothing succeeds like success!

A suggested time block for (remedial) reading instruction would provide a total of one and one-half hours per student per day, one hour in the morning, and one-half hour in the afternoon. This amount of time can be assigned to class or the Learning Lab, according to the instructor's assessment of the student's needs and/or performance on a given task. Five students would be the recommended reading group size.

Since the Learning Lab is considered an extension of the reading class itself, the flow of students from the reading class to the Learning Lab and back is mutually reinforcing. Notations and task assignments by the instructor are included in the student's Lab Folder which have been selected to remediate specific areas in need of reinforcement and/or further study. Reading instructors and the Lab Supervisor both are then aware of the level of performance of any given student at any given time. Careful records should be kept of progress made. Most important of all, however, is the orderly progression through the structured sequence of reading skills to be learned. Consistency and predictability are priority items where these children are concerned. As a final comment, regular checks should be made of the students' silent reading skills. When it becomes evident that the taped-reading method has served its purpose, and is no longer necessary, it should of course be withdrawn. Then, as the saying goes, the best way to learn to read is to read, read, read!

A Classroom Learning Center

4

Almost any classroom can be arranged so that a separated area may be set up for independent learning tasks. Most of the direct teaching activity takes place toward the front of the room near the blackboards and close to the instructor's desk. The rear of the room is usually reserved for reading tables, current interest materials, or project displays. A portion of the space toward the rear of the room could conceivably be partitioned off into booths or carrels through strategic placement of bookcases, filing cabinets, or 4 x 4 foot wallboard panels mounted on a stand or base. Depending upon the size of the student population, anywhere from one to four booths could be provided.

Using four booths as our basis for planning, two booths could each be supplied with recording/dictating tape recorders, and the other two booths could each contain a Language Master. Depending upon the amount of space available, of course, each booth could contain a small table and two or three chairs. Thus, with the use of a jack and headphones, it would be possible for two or three students to listen to taped materials at the same time in each of the tape recorder stations, and two or three students could be reviewing vocabulary at each of the Language Master stations. Therefore, with this basic hardware plus sufficient quantities of blank cassette tapes and blank Language Master cards, the instructor will find it far easier to provide for reinforcement activities that are so necessary.

The customary time block for the usual class period seems to be 50 to 55 minutes. The period of maximal productivity as far as direct teaching is concerned seems to be approximately 15 to 20 minutes (lower elementary grades). Ability to attend increases, of course, with the advancement of grade level -- in most cases. Our focus, however, is within the context of special education, and thus different and extenuating circumstances must be taken into account.

If we are thinking about the delayed reader, the disabled reader, or any other characteristic behavior that has been, and is now, interfering with student learning, we are thinking of the student who needs reinforcement activity above and beyond that which is possible in the regular classroom. Needed and assigned reinforcement activity is usually repetitive in nature, employing what is presently termed the *redundancy principle*, i.e., the presentation of the concept or skill being taught in a variety of learning situations. For example, the instructor may be teaching the word /bat/. The word /bat/ will be written on the blackboard. The students will be called upon to think of other words that begin with the /b/ sound; or the emphasis may be on the final consonant /t/, so the students may be called upon to think of other words ending with the final consonant /t/; or, perhaps the final pattern /at/, or the medial vowel sound of the short /ă/ is being stressed. The students may be asked to think of words that have the same rhyming pattern. The direct teaching situation may last about 20 minutes. No matter how thoroughly presented, further study of a prolonged nature may be required by some of the students. With learning stations immediately available in the classroom, the instructor can then refer these students back to one of the Language Master stations with a pack of Language Master cards bearing the appropriate written visual stimuli/ dictated auditory stimuli for a 15- or 20-minute reinforcement period. For other students, it may suffice to read/listen to a taped story on Babe Ruth's skills with a bat, or a taped story on the life of cave bats.

VAK (visual/auditory/kinesthetic) tapes or Language Master cards may be used in spelling practice tasks. The instructor will dictate the word pronunciation, spell each word letter by letter, and pronounce the word again. The student, wearing headphones, pronounces and spells the word along with the instructor's voice, WRITING THAT SAME MATERIAL CONCURRENTLY. This is the meaning of visual/auditory/kinesthetic activity. The student sees, hears, and writes a specific letter or word, ALL AT THE SAME TIME. The VAK spelling practice sequence can be repeated from six to ten times. Taped spelling tests are another possibility.

When the tape recorder stations are used for reading assignments, the instructor will have had the reading assignment taped. The student(s), wearing headphones, read along with the dictated material. Each time through the taped material, the students refine and strengthen visual/auditory word associations, sequencing, and phrase and sentence grouping. Individual working vocabularies are increased, content is more dependably internalized and retained, and recall of material is improved. Jacks having six to eight, or even ten outlets and a corresponding number of headphones make it possible for up to ten students to listen/read an assignment at the same time. Those students requiring additional reading of an assignment can be returned to the tape recorder station during available time later in the day. Students requiring still further reinforcement via auditory feedback can be supplied with their own individual cassette tapes on which to record their oral reading of the class assignment. These students, after having completed their oral reading, rewind and listen to their own dictation, evaluate, and redictate until satisfactory mastery is accomplished. Or, in some cases, students may read to each other. (See the section describing the reading program.)

Thus, for a 50-minute period, 20 minutes will probably be used for direct teaching by the instructor. The remaining 30 minutes can be broken into two 15-minute segments. During the first 15-minute segment, group 1 can be assigned to the tape recorder stations, group 2 to the Language Master stations, and the remaining students, group 3, can study at their desks. The instructor will then be able to circulate among the group 3 students, giving individual help as needed. During the second 15-minute segment, the groups can be rotated. Group 3 will now move to the tape recorder stations, group 1 will move to the Language Master stations, and group 2 will work at their desks, at which time the instructor will work directly with group 2 as needed. On the following day during the first 15-minute segment after class, group 3 will go to the Language Master stations, group 2 will work with the tape recorder stations, and group 1 will work at their desks, and so on. With regularly scheduled student/station assignments such as this, 2/3 of the class will be working independently during any given 15-minute segment, making it possible for the instructor to work with individuals of the remaining group. Theoretically, then, far more direct instructor/student interaction is possible in short, one-to-one sessions every other day. The net effect is: far more efficient use of the total 50-minute period; sufficient variety of activity to keep motivation, interest, and productivity at higher levels of performance; the student is given greater responsibility for completion of his own assignments; the instructor is freer, now, to work more with the students requiring additional assistance without wasting time of students who are ready to go on to the next step. And finally, the theory of individualized instruction can become a reality.

True, the preparation of such a program requires considerable effort, time, and organization on the part of the instructor. However, volunteers can be enlisted to assist with the taping of reading and spelling assignments or the writing and dictation of vocabulary on Language Master cards. But once the procedure and schedule are understood by and become familiar to all, the whole teaching/learning process becomes much more orderly and learning process is speeded up.

To begin with, it is suggested that the above format be used only with the reading program. Later, it can be expanded to cover social studies, science, and math with appropriate assignments being taped, and/or related vocabulary and/or basic numbers facts being entered on Language Master cards. Indeed, math facts are presently available from several commercial firms. There is no limit to the variety of ways in which two, three, or four simple pieces of hardware can be used to enrich, broaden and reinforce content material introduced by the instructor during her direct-teaching presentation.

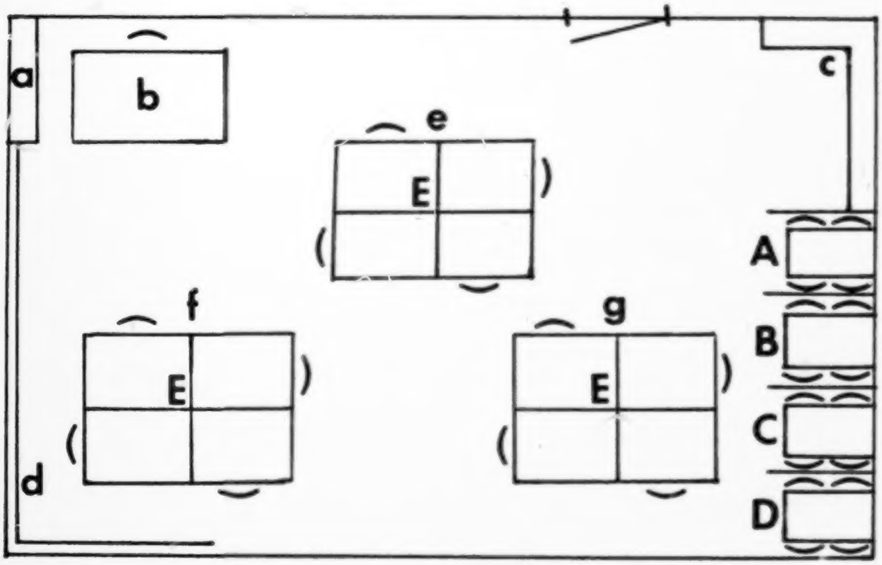
Following is a suggested schedule based upon the 50-minute period using the 9:00 a.m. to 9:50 a.m. time block, programmed for two tape recorder stations, two Language Master stations, and the students' own desks.

Population: A resource room, special education room, or regular classroom consisting of 12 students -- 9:00 to 9:20 = total group instruction

STATIONS: (Monday)	9:20 - 9:35 a.m.	9:35 - 9:50 a.m.
Tape Recorder (A)	Students 1 and 2	Students 9 and 10
Tape Recorder (B)	Students 3 and 4	Students 11 and 12
Language Master (C)	Students 5 and 6	Students 1 and 2
Language Master (D)	Students 7 and 8	Students 3 and 4
Desk Work (E)	Students 9, 10, 11, 12	Students 5, 6, 7, 8
(Tuesday)		
Tape Recorder (A)	Students 5 and 6	Students 1 and 2
Tape Recorder (B)	Students 7 and 8	Students 3 and 4
Language Master (C)	Students 9 and 10	Students 5 and 6
Language Master (D)	Students 11and 12	Students 7 and 8
Desk work (E)	Students 1, 2, 3, 4	Students 9, 10, 11, 12
(Wednesday)		
Tape Recorder (A)	Students 9 and 10	Students 5 and 6
Tape Recorder (B)	Students 11 and 12	Students 7 and 8
Language Master (C)	Students 1 and 2	Students 9 and 10
Language Master (D)	Students 3 and 4	Students 11 and 12
Desk Work (E)	Students 5, 6, 7, 8	Students 1, 2, 3, 4

The preceding schedule is based on a three-day cycle, planned so that within a three-day period, all students will have spent time at all stations. Replace the student numbers with names, and the schedule is ready for use. Numbers of students assigned to stations can be increased or decreased as the need arises, and depends, of course, upon the amount of available hardware.

Suggested floor plan for a classroom learning center:



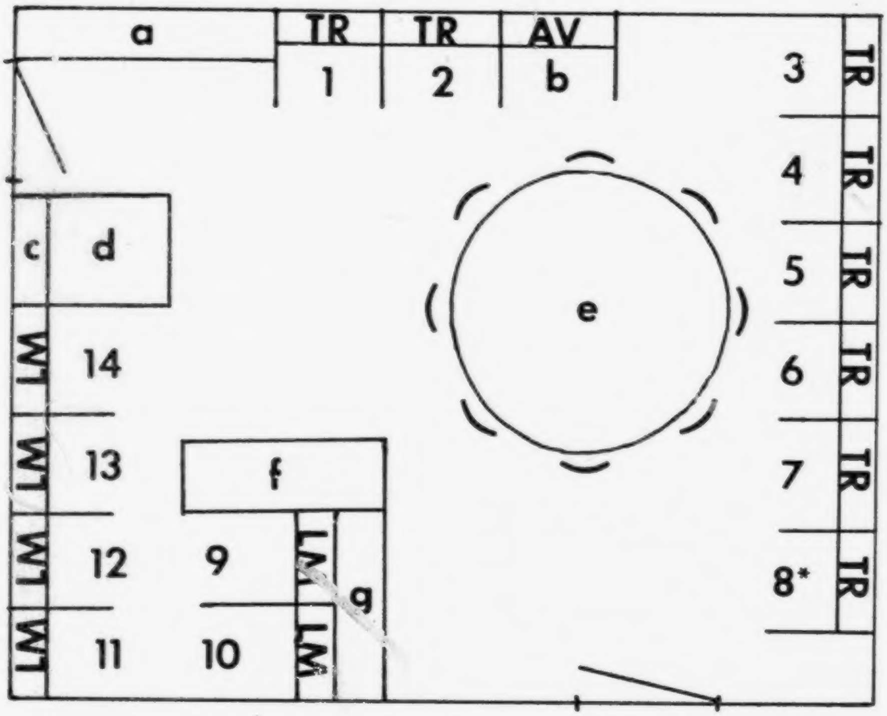
CLASSROOM
LEARNING
CENTER

LEGEND:

a = Instructor bookcase
b = Instructor
c = Student reference and recreational reading center
d = Blackboards
e, f, and g = student desk groupings

A = Tape Recorder station (listen-dictate)
B = Tape Recorder station (listen-dictate)
C = Language Master
D = Language Master
E = Independent seat work stations for those not assigned to TR or LM stations

If your school system prefers to have a *Learning Lab* for general use by all classrooms, the floor plan which follows is suggested, but can be shifted according to user preference:



DESIGN FOR A CENTRAL LEARNING LAB

*This carrel contains a wireless TR with 12 headphones for group spelling tests, reading assignments, or recreational reading.

LEGEND:

TR = Tape Recorder (listen-dictate) carrels
LM = Language Master carrels

a = Cabinet for extra tape recorders, blank tapes, headphones, talk-back sets, projectors, film strips, blank LM (Language Master cards)
b =Carrel housing stand for AV (audio-visual) equipment
c = Filing cabinet for Frostig materials, other eye-hand, visual-motor tasks
d = Desk for Lab Supervisor
e = Table for supervised seat work such as making clay letters, tracing sandpaper letters, VAK letter or spelling practice
f = Cabinet for tapes and talking books
g = Cabinet for LM cards, divided as to sequence level, supplies, spelling tapes

Numbers 1 through 14 = Station numbers

Lessons in Remediation 5

The remedial activities in this book have been organized into six major areas: auditory reception; auditory discrimination; auditory memory; auditory sequential memory; grammatic closure; and auditory association. These are by no means thought to be the only abilities found in the auditory area, rather they were selected because of their close association to academic and social functioning. It should be noted that there is a great deal of overlapping between the various areas and some of the activities will apply to more than one area.

Within each major area the activities have been divided into the readiness level, the academic level, and the advanced level. Please note that these levels are to be used only to provide a means of dividing the activities into sections which become progressively more difficult. Therefore, the teacher will be able to begin at the level the child is currently functioning in a particular skill area and by providing the various materials, activities, and time necessary for change, will be able to have the child functioning at a higher level when the program is completed. The levels were not intended to be used as a guide for denoting grade or room placement.

Each teacher should use the lessons in this publication to meet the needs of the children in his or her classroom. Some teachers may use the activities for a developmental program with all the children in the classroom while another teacher may present only certain activities to one student on an individual basis. Other teachers may present the activities to the entire class of children while singling out one or two children who have weaknesses in these areas to respond to the majority of questions.

The amount of time allowed for the lessons will of course depend upon the number of children involved and their needs however; general guidelines can be given. If you are working with one student on an individual program you will need to allow at least 10 to 15 minutes daily as the minimum amount of time. Small groups of three or four children will require a minimum of 15 to 25 minutes daily. Larger groups of approximately 15+ children will require 20 to 35 minutes daily for a minimum working period. The time limits just stated are the number of minutes of actual time spent working with the child. Activities not to be included in this time limit would be the time it takes the child to get to or from the group or any type of teacher preparation. This only includes the time actually spent working directly with the child.

If the teacher uses the lessons with large groups of children or the entire classroom it is important to remember to involve all the children in the group. Children who are very talkative or favorites should not be allowed to dominate during the lesson period. The stimulation and involvement of the quieter, less verbal child will be a challenge to the creative teacher. Each child, even the shyest, should feel that he can make a contribution at his level.

You have probably already noted that it is suggested that you present these lessons daily to the students. Daily presentations should be more beneficial to the student then presentations offered only three times a week. Likewise, presentations offered three times a week should be more beneficial to the student than presentations given only once a week. For programs of this type it is suggested that the student receive training daily.

As was stated earlier in this publication our goal is not to provide techniques for working with children who are classified as being deaf or hard of hearing. The activities herein are designed to give the most benefit to children who do possess adequate auditory sensitivity but do not respond to auditory stimuli as others do. However, it would be wise to have clearance of the child's hearing sensitivity via an audiometric evaluation before the child is enrolled in the program and then at appropriate yearly intervals.

In this book we are attempting to remediate disabilities in only one area, which is the auditory area. In some instances some children may initially require additional clues from another sensory modality in order to understand what they are expected to do for the activity. For instance, if the child was to just listen to a command such as, *Touch your nose,* and then respond, it may be necessary for the teacher to give an additional visual clue of touching her nose while she is giving the command. The additional clues should be gradually removed until the child is able to respond to only the auditory information.

Every teacher loves to find a book which is just packed full of ideas and activities she can use in the classroom with her students. This is what we have attempted to do, but we realize that you will also have many ideas which will complement our activities, so there will be additional space at the end of each section so you can jot down your activities.

HAPPY TEACHING!

•••••auditory reception

Lesson 1 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a specific sound the children will be able to respond by raising their hand when they hear that sound with 99% accuracy.

MATERIALS

Noisemaker
Individual masks (if needed)

ACTIVITIES

Select a noisemaker and have the children raise their hands each time they hear the noise being made. The children should have their eyes covered so they can not receive visual clues. If necessary the children can wear individual masks.

You can vary the activity from day to day by using different kinds of noisemakers such as: bells, triangles, rhythm sticks, Halloween crickets.

Lesson 2 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a specific sound the children will be able to respond by raising their hands when they hear that sound with 95% accuracy.

MATERIALS

Noisemaker
Individual masks (if needed)

ACTIVITY

Select a noisemaker and have the children raise their hands each time they hear the noise *stop* being made. They should have their eyes covered so they will not receive additional visual clues. Masks may be necessary.

Vary the activity by changing the type of noisemaker you use from day to day.

Lesson 3 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a specific sound the children will be able to respond by sitting down on a chair when they hear that sound with 95% accuracy.

MATERIALS

Chairs
Record player, piano or tape recorder

ACTIVITY

Musical chairs is an appropriate game for this area. If the group consists of 15 children have 14 chairs arranged back to back making a single row. The children march single-file around the chairs while music is being played. When the music stops each child tries to find a chair to sit on. The child who didn't get to sit on a chair leaves the game. Each time the music stops one child and one chair will be removed until there is only one child and one chair remaining.

Lesson 4 *READINESS*

INSTRUCTIONAL OBJECTIVE

To develop an awareness that there are objects which make noise in our environment.

ACTIVITY

Have the students close their eyes, rest their heads on their desks and identify all the sounds they hear.

For variation the students could tell if the sounds are near or far away, or loud or soft sounds.

Lesson 5 *READINESS*

INSTRUCTIONAL OBJECTIVE

To develop an awareness that there are objects which make noise in our environment.

ACTIVITY

Take a listening walk in the school or around the block. Have the children report all the sounds they heard.

Lesson 6 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a specific sound the children with their eyes covered will be able to point to the area they hear the sound coming from with 95% accuracy.

MATERIALS

Noisemaker

ACTIVITY

Have the children sit together in a group in the center of the room with their eyes closed. (Individual masks may be needed to prevent the children from receiving a visual clue.) Ring a bell in different areas--in front, behind, or on either side of the children. They should point to the direction of the sound.

As the children become more skilled decrease the intensity of the sound.

Lesson 7 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a hidden noisy object the children will be able to locate the object with 95% accuracy.

MATERIALS

Loud ticking alarm clock (the noisier the better)

ACTIVITY

Play a hide-and-seek game with a noisy object such as a loud ticking alarm clock. Hide the clock and have the children locate it by following the noise.

Lesson 8 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a stimulus of a bouncing ball the child without looking, will be able to identify how many times the ball has bounced with 95% accuracy.

MATERIALS

Ball

ACTIVITY

The teacher bounces a ball in front of the room while the children sit in a group in the center of the room with their eyes covered. When the teacher stops bouncing the ball the children must tell how many times the ball bounced.

Lesson 9 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a pattern of rhythmic beats on a drum the children should be able to imitate the pattern by tapping their hands on the table with 95% accuracy.

MATERIALS

Drum

ACTIVITY

The teacher uses a drum and beats a rhythmic pattern. The children listen and then imitate the pattern by tapping their hands on the table. The children may get their clues initially by listening and watching the teacher. As the children progress in their ability, have them close their eyes so they are receiving only the auditory clue.

. short beat
– long beat

1. ·
2. · –
3. – · –
4. – · –
5. · – ·
6. · – –
7. · · –
8. · – · ·
9. – – · ·
10. · – · –
11. · · – –
12. · – – ·
13. – · · –
14. – · – ·
15. – · · ·
16. · · – ·
17. – – – ·
18. · · · –

Lesson 10 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given an experience involving watching an object and associating the sound the object can make, the child should be able to identify the object by just listening to the sound with 95% accuracy.

ACTIVITY

The teacher has a variety of objects which can make certain sounds. She shows the object to the children and demonstrates the sound the object makes. The children should be able to watch and listen and learn to associate the particular sound with a specific source or object. After the demonstration the teacher then moves a screen in front of her so the children can not see what she is doing. She then uses an object to make the sound she demonstrated and the children must identify the object. Some objects and their associated sounds are:

1. Tapping a pencil on the desk
2. Tearing paper
3. Stamping feet
4. Dragging a chair on the floor
5. Closing a door
6. Pouring water
7. Crunching paper
8. Clapping hands

Lesson 11 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given the name of an object the child should recall and make the sound associated with the object with 90% accuracy.

ACTIVITY

Say the name of an animal or environmental object. The child recalls and then imitates the sound associated with the object or animal.

ANIMAL

1. Make a sound like a pig.
2. Make a sound like a sheep.
3. Make a sound like a lion.
4. Make a sound like a cat.
5. Make a sound like a dog.
6. Make a sound like a duck.
7. Make a sound like a horse.
8. Make a sound like a rooster.
9. Make a sound like a chicken.
10. Make a sound like a bee.

ENVIRONMENTAL

1. Make a sound like a train.
2. Make a sound like a bell.
3. Make a sound like a typewriter.
4. Make a sound like the wind.
5. Make a sound like an airplane.
6. Make a sound like a car.
7. Make a sound like a whistle.
8. Make a sound like a telephone.

Lesson 12 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a sentence of numbers, letters, or words the children will be able to repeat the numbers, letters, or words in proper sequence with 95% accuracy.

ACTIVITY

The teacher says a sequence of numbers, letters, or words. The child listens and then repeats the number in proper sequence.

NUMBERS

1. 1 - 4
2. 6 - 9
3. 2 - 4
4. 4 - 9
5. 5 - 10
6. 9 - 2
7. 4 - 7 - 2
8. 9 - 5 - 6
9. 7 - 5 - 2
10. 2 - 9 - 4
11. 5 - 4 - 7
12. 9 - 6 - 2 - 8
13. 5 - 2 - 8 - 6
14. 2 - 6 - 4 - 3
15. 8 - 5 - 12 - 4
16. 3 - 11 - 9 - 2
17. 9 - 3 - 4 - 6 - 1
18. 4 - 7 - 2 - 11 - 3
19. 8 - 3 - 1 - 9 - 2
20. 4 - 1 - 6 - 0 - 3
21. 7 - 3 - 2 - 9 - 0

LETTERS

1. n - x
2. d - z
3. r - t
4. m - b
5. a - f
6. s - j
7. x - c - o
8. l - y - m
9. d - j - h
10. b - a - r
11. w - f - i
12. e - t - n
13. s - r - v - l
14. y - t - a - n
15. g - f - c - u
16. l - w - p - q
17. r - y - z - s
18. m - t - r - o - b

WORDS

1. girl - car
2. house - ball
3. duck - train
4. dog - truck
5. boy - hammer
6. book - girl
7. purse - desk
8. boy - house - car
9. train - duck - ball
10. dog - girl - truck
11. hammer - purse - book
12. day - cup - mouse
13. ball - paper - face - girl
14. door - face - mouth - tree
15. eye - house - book - hammer
16. train - boy - car - dog
17. car - book - shoe - ball
18. toe - dog - house - shoe
19. face - door - ball - mouse

Lesson 13 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a verbal command the student should be able to complete the command with 98% accuracy before presenting another activity at a more advanced level.

ACTIVITY

The teacher gives a command to the child. The child should be encouraged to listen carefully as the directions should be given just once.

The simplest commands involve body movement.

1. Clap your hands.
2. Shut your eyes.
3. Open your eyes.
4. Put your hands under chin.
5. Turn around once.
6. Put your hands under the chair.
7. Touch your toes.
8. Put your hands behind you.
9. Take two steps forward.
10. Put your hands behind your head.
11. Put your arms over your head.
12. Put your hands on your knees.

The next level of commands involve the body and an object.

1. Bring me a pencil.
2. Give the book to Jane.
3. Walk to the door.
4. Bring me three sheets of paper.
5. Sit under the desk.
6. Give the pencil to Tom.
7. Run to the window.
8. Put the pencil on the desk.
9. Put the green pencil on the table.
10. Put the orange pencil under the chair.
11. Put the blocks in the box.
12. Put three pencils on the desk.
13. Give the pencil to me and give the book to Terry
14. Go to the window then sit on the chair next to Sue.

LESSON 14 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a sentence the child will be able to repeat what was said in proper sequence with 99% accuracy.

ACTIVITY

The teacher says a sentence and the child repeats what he has heard.

1. The chair is upside down.
2. See the big blue car.
3. She has a yellow purse.
4. My dress is red and blue.
5. Today is Wednesday, tomorrow will be Thursday.
6. The cat is sitting on my chair.
7. I went to the zoo yesterday.
8. Did you see Mary's new dress?
9. The car is going up the street.
10. I ate 5 hot dogs at the zoo.
11. The little mouse ran into the house.
12. We have a new girl in our room.
13. Did you see the train going by our house?
14. Yesterday we saw a bird sitting in a nest.
15. The leaves are falling to the ground.
16. Sue got a book about dogs from the library.

LESSON 15 *READINESS*

INSTRUCTIONAL OBJECTIVE

To identify the inconsistent word in the sentence and to select another word which will make the statement correct.

MATERIALS

List of nonsense sentences.

ACTIVITY

Read a nonsense sentence to the child or children and have them tell what is inconsistent about the statement. Have them repeat the sentence in a corrected form.

1. We drink from a fork.
2. The dog meowed.
3. Dad drives a fish to work.
4. We turned off the TV set to watch the cartoons.
5. Mother baked a cake in the dishwasher.
6. Jerry was eight years old on his tenth birthday.
7. The boat floated down the highway.
8. It is so cold in the summertime.
9. On Saturday we went to school.
10. Sally's hair is blue.
11. The pig barked.
12. Tommy is a girl.
13. She stopped the car and drove down the street.
14. A car has three wheels.
15. Christmas comes in the summer.
16. It was so hot it snowed.

LESSON 16 *READINESS*

INSTRUCTIONAL OBJECTIVE

To acknowledge by stating yes or no whether the statement is correct. The child should answer with 80% accuracy before going to another activity.

MATERIALS

List of short question sentences.

ACTIVITY

The teacher reads a sentence to the children. They answer yes if the statement is correct or no if the statement if false.

1. Do bicycles fly?
2. Do fish swim?
3. Do cats meow?
4. Do people eat?
5. Do flowers bloom?
6. Do shoes run?
7. Do clouds float?
8. Do boxes box?
9. Do flies fly?
10. Do horns honk?
11. Do doors open?
12. Do hands clap?
13. Do walls walk?
14. Do houses run?
15. Do chalkboards erase?
16. Do pigs sleep?
17. Do chairs eat?
18. Do clothes wash?
19. Do mothers laugh?
20. Do people yawn?

LESSON 17 *READINESS*

INSTRUCTIONAL OBJECTIVE

To correctly answer a question about a statement which has just been read. By answering correctly the child shows that he or she has comprehended the statement.

MATERIALS

List of short statements and questions corresponding to the statements.

ACTIVITY

Read a sentence to the children and immediately ask a question about the sentence.

1. Sally ate breakfast. What did Sally eat?
2. Lassie had puppies. Who had puppies?
3. Monday we will go to school. When will we go to school?
4. Jane went to the dentist. Where did Jane go?
5. It rained all day Saturday. When did it rain?
6. The boys played baseball. What did the boys play?
7. The dime store sells big balloons. Where can you buy big balloons?
8. The barber cut Larry's hair. Who cut Larry's hair?
9. Sunshine makes the air hot. What makes the air hot?
10. The telephone rang in the kitchen. Where was the telephone?
11. The airplane flew to Boston. Where did the airplane fly?
12. The cookies were baking in the oven. What were the cookies doing in the oven?
13. Alice wants to be a nurse. Who wants to be a nurse?
14. Tommy has a big red car. What color is Tommy's car?
15. The bird built a nest in the tree. What did the bird do in the tree?

LESSON 18 *READINESS*

INSTRUCTIONAL OBJECTIVE

To state the number of items asked for in the sentence. The child should be able to respond with an accuracy of 85%.

MATERIALS

List of questions requiring the child to think of the number of parts various objects possess.

ACTIVITY

The teacher reads a question which requires the child to think about the number of parts various objects possess. The child responds by saying the number asked for in the sentence.

1. How many ears has a pig?
2. How many tires has a bicycle?
3. How many eyes has a girl?
4. How many toes has a boy?
5. How many wings have 2 birds?

6. How many fingernails has a girl?
7. How many beaks have two chickens?
8. How many tires has a tricycle.
9. How many trunks has an elephant?
10. How many tires has a car?
11. How many legs has a cow?
12. How many hands have 2 boys?
13. How many eyebrows has a mother?
14. How many noses have two fathers?

Lesson 19 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

To respond by clapping their hands to the number of syllables found in a word.

MATERIALS

List of one, two, and three syllable words.

ACTIVITY

Before the activity begins a child is selected as a referee. The child who is *It* sits on a chair in front of the referee. The teacher pronounces a word from the list and the child who is *It* claps the number of syllables he has heard. If he is correct he becomes the referee. If he is not correct the referee may respond. If the referee is correct he may remain the referee; if he is not correct a new referee will be appointed.

1. hamburger
2. run
3. forest
4. sandpaper
5. cow
6. violin
7. rest
8. acorn
9. vegetable
10. tomato
11. apple
12. sunflower
13. whisper
14. tiger
15. typewriter
16. pencil
17. sunshine

Lesson 20 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The players: To state questions which will give clues to determine the identity of an object in the room the leaders have selected.

The leaders: To answer *yes* or *no* to questions being asked to determine the identity of an object they have selected.

ACTIVITY

Two children who are selected as the leaders select an object, such as the clock, and the rest of the children try to identify the object by asking questions which can be answered by *yes* or *no* statements. The child who guesses the identity of the objects gets to select another child to be the leader with him. The children can be creative and select the objects they want to be identified.

lesson 21 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

To identify the final sound in a word the teacher states and to identify an object in the room which ends with the same sound.

MATERIALS

List of words which end with the same sound as a number of various objects in the classroom.

ACTIVITY

The teacher says a word such as *fall* and the children find an object in the room which ends with the same sound, such as *wall.*

> *I am thinking of something in the room. It's name ends like the word* row. *Yes, it's name is window.*

Clue Words	**Objects in the Classroom**
block	desk
sack	chalk
mask	book
wrist	light
right	chart
flood	chalkboard
bear	chair
before	door
tore	floor
fur	paper
cradle	pencil
full	table
run	crayon
done	pen
rob	globe
cup	map

lesson 22 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

To identify the beginning sound of a word and state three additional words which begin with the same sound.

MATERIALS

Names of cities of the United States printed on slips of paper, folded and placed inside a box.

ACTIVITY

The player who is *It* selects a slip of paper from the box, reads the name of the city, points to a child, and then counts to 10. Before he reaches 10 the player to whom he pointed must name 3 objects which begin with the same sound as the name of the city which was read.

Cities of the United States

1. Atlanta
2. Boston
3. Dallas
4. Miami
5. Columbia
6. Houston
7. Tulsa
8. Lancing
9. Nashville
10. Youngstown
11. Fairbanks
12. Indianapolis
13. Joplin
14. Oakland
15. Pittsburg
16. Green Bay
17. Reading
18. Salem

Lesson 23 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

To touch the part of the body the leader has stated and to state the name of the part of the body the leader has pointed to. For example, the leaders says, *This is my nose,* while he touches his ear. The player touches his nose and says, *This is my ear.*

ACTIVITY

The leader stands in front of a player, points to a part of his body, and calls it by the name of some other part of the body, and then counts to 10. The player must point to the part of his body the leader named and say the part of the body the leader pointed to. See the example given in the Instructional Objective stated above. If the player does not respond correctly or if he does not respond within the given time limit the player then becomes the leader.

The children create their own responses.

Parts of the body could include:

head
eyelashes
shoulders
wrist
mouth
eyelids
ears
fingernails
toenails
foot
legs
hands
fingers
arms
lips
nose
eyes
hair
elbow
tongue
knees
eyebrows
teeth
toes

Lesson 24 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

After listening to a word pronounced and spelled the child must state words which begin with the letters found in the word. For example, if the word is *cat - c-a-t* the child should state, *c - car, a - ant, and t - table.*

MATERIALS

Short words written on 3 x 5 cards.

ACTIVITY

The child who is *It* draws a card from a box, points to a child in the group, pronounces and spells the word on the card. Then he counts to 10 and says *Stop.* The person he points to must name objects which begin with the same letters which were found in the word pronounced. If he does not finish before the child who is *It* says *Stop* then the second child becomes *It.* After a little practice words of more than three letters can be used.

1. cat
2. dog
3. sit
4. jam
5. dip
6. bat
7. ant
8. can
9. nap
10. cup
11. ran
12. fun
13. cop
14. ham
15. rob

lesson 25 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

To form and state sentences about pictures using either *is* or *are* correctly.

MATERIALS

Pictures of singular and plural objects which are mounted on heavy cardboard.

ACTIVITY

The child selects a picture and makes a statement about the object or objects in the picture using either *is* or *are.* For example, *The airplane is flying,* or *The fish are swimming.*

Make up sentences about these pictures using the words *is* or *are* in the sentence. Use the word *is* when you are talking about one object. *The girl is swinging.* Use the word *are* when you are talking about more than one thing. *The cars are racing.*

lesson 26 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

To state *yes* or *no* if a statement is correct or not. If the statement is not correct the child must restate the sentence so it is correct.

MATERIALS

List of correct and incorrect statements.

ACTIVITY

The children must listen carefully while the teacher reads a sentence. A child is called upon to answer *yes* if the statement is correct or *no* if the statement is not correct. If the statement is not correct he must restate the sentence so it is correct. For example, *The sun rises in the west,* is not a correct statement and it can be corrected by changing it to, *The sun rises in the east.*

1. I will meet you yesterday at your house and we will go swimming.
2. An onion is a flower we plant in the garden.
3. An island is surrounded by water on three sides.
4. We arrived late at the airport and missed the train.
5. We had two inches of snow last night.
6. I bought new shoes so we can go swimming.

7. This box is so light I can hardly carry it.
8. She put her letter in a book and mailed it at the post office.
9. The astronaut landed his airplane on the moon.
10. We closed our mouths and sang the school song.
11. Dad plays golf on the tennis court.
12. He filled the car with 10 yards of gasoline.
13. He weighs eighty pounds.
14. My Dad is six yards tall.

Lesson 27 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

To state which sentence would logically occur first and which one would occur last and why. The children should be able to complete with 90% accuracy.

MATERIALS

Ten pairs of sentences of which one statement is the cause and the other is the result are written on slips of paper and placed in a box.

ACTIVITY

The children are divided into two teams. A player from one side draws a slip of paper from the box, points to an opposing team member, and reads the two statements aloud. The selected opposing team member states which sentence occurred first and which occurred last and why he thinks this is the correct order. If he is correct his team scores a point. The team with the greater number of points wins.

1. The heat from the fire warmed our cold hands.
2. He struck a match to light the fire.

3. The car began to move slowly into the crowded street.
4. Our family got into the car.

5. John helped his mother plant the radish seeds in the garden.
6. The dark red radishes were cold and crisp to eat.

7. Lassie was very thirsty.
8. It was a very hot day.

9. The tall giraffe reached up into the limbs of the tree and ate some fresh green leaves.
10. The warm spring air made the leaves appear to pop out of the tree.

11. Everyone clapped their hands to show how much they enjoyed the movie.
12. The audience became very quiet as they turned off the lights.

13. Sally put the saddle on the new horse.
14. Everyone was excited as the big truck delivered the white horse.

15. The space ship radioed back to earth for directions.
16. There was a loud roar as the space ship blasted off the launching pad.

17. John walked to school.
18. He read and did his arithmetic problems in the morning.

19. The clerk measured two yards of bright red material for Sue's mother.
20. Sue likes to wear her red skirt.

Lesson 28 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

To state the name of an object or person who is prominent in the current news from clues given by the leader. The child should be able to respond with 80% accuracy before going to another activity.

MATERIALS

Names of objects or persons in the news report written on slips of paper, folded, and placed in a box.

ACTIVITY

This activity should be preceded by an account of the news.
After listening to a television news report the leader selects a slip of paper with the name of a person or object which has just been mentioned in the news report written on it. The leader gives clues about the object or person until someone can identify the correct name. The person with the correct response becomes the leader.

For example:

> My home is in Florida. I blast off from Cape Kennedy and my destination is the moon. Who am I?
>
> Apollo 16 is the correct answer.

Lesson 29 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a word the child should be able to tell where a given sound is located in the word with 98% accuracy.

ACTIVITY

The teacher says the sound of a letter which the children are supposed to listen for in a word. After the teacher says the word the children are expected to tell if that sound is found at the beginning, middle, or end of the word.

Listen for the f *sound* (make the sound rather than naming the letter). *Is it found at the beginning, middle or end of the word* Frank. *Yes that's right, it is found at the beginning of the word. Now listen to these words and tell me if you hear the* f *sound at the beginning, middle or end of the word.*

half
first
Fred
buffalo
beef
baffled
farmer
taffy

calf
four
raffle
coffee
fantastic
toffees
Friday
forrest

Lesson 30 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a series of words which have the same sound found somewhere in all of them the child should be able to identify the sound and where it is found in the word with 95% accuracy.

ACTIVITY

The teacher says a series of words which all have the same sound found in the same position in each word. The child is to identify the sound and it's position in each word.

Listen carefully to the words I say. Tell me which same sound is found in all of them. The sound may be found at the beginning, middle, or end of a word. For example: big, hog, rig. Yes, the g sound is at the end of the word.

dog - day - dumpling	(d sound - beginning)
fish - rush - dish	(sh sound - ending)
potatoes - apples - beans	(s sound - ending)
stove - cover - seven	(v sound - middle)
come - candle - cat	(c sound - beginning)
nest - rust - best	(st sound - beginning)
leaf - cuff - half	(f sound - ending)
run - rest - rough	(r sound - beginning)
rat - crab - sap	(a sound - middle)
candle - ladder - radio	(d sound - middle)
chip - fig - dish	(i sound - middle)
seven - six - sold	(s sound - beginning)

Lesson 31 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a sentence the children should be able to provide the correct phrasing for the words in the sentence with 95% accuracy.

ACTIVITY

The teacher reads a sentence with incorrect phrasing. The child listens to the sentence and then repeats it using the correct phrasing.

1. Why do / you want to / go to the store?
2. I / ran / to school today.
3. Where did / you go / swimming today?
4. Let's listen to my / new record this / afternoon.
5. I'm / so hungry I could / eat a / bear.
6. May I speak to / Judy, Mrs. / Johnson?
7. Mary's new / coat is such / a pretty blue color.
8. Will / you be / able to go / downtown after school?
9. Today / is Sunday, tomorrow will / be Monday.
10. What time do / you want me to / come to your house?
11. What did you / get on your / last birthday?
12. Our / team schored the / winning run.

● ADDITIONAL ACTIVITIES ●

……auditory discrimination

LESSON I *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a tape recording of familiar household and neighborhood sounds, student(s) will be able to correctly identify all presented sounds with 95% accuracy.

MATERIALS

Tape recorder
Commercially or instructor-prepared tape recording of familiar household and neighborhood sounds.

ACTIVITY

I am going to play a tape recording of sounds that all of us have heard at one time or another. These are sounds that are made by persons or things in your own homes and neighborhoods. See how many of these sounds you can remember and recognize. I will play these sounds one at a time. I will turn off the tape recorder after each sound and then we will talk about what we have heard. I will play the first sound as a demonstration so that you will understand what you are to do.

1. Door being slammed.
2. Door being locked.
3. Water being poured into a drinking glass.
4. Tub being filled.
5. Coffee perking.
6. Dishes being washed.
7. Vacuum sweeper in action.
8. Car door being slammed.
9. Grass being cut.
10. Ticking clock.
11. Ringing telephone.
12. Barking dog.
13. Children running, calling out, as on a playground
14. Ball bouncing.
15. Cash register.
16. Bicycle bell.

COMMENTS

The students' interest can be aroused via an air of *suspensful mystery* or challenge, or any of several other methods that will draw them into the activity. Encourage discussion of the presented sounds. By process of elimination, students will arrive at a consensus.

Play the tape several times, if necessary, until each of the students can successfully identify all sounds, either verbally or by dramatization.

Lesson 2 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a specific sound which has been interspersed with other sounds on a tape recording, the student(s) will be able to correctly isolate and identify that specific sound 100% of the time.

MATERIALS

Tape recorder
Commercially or instructor-prepared tape recording of a specific sound (possibly drawn from the tape used for Lesson 1 in Auditory Discrimination section) which has been interspersed at irregular intervals with other sounds.

ACTIVITY

I am going to play a tape recording of sounds that all of us have heard at one time or another. These are sounds that are made by persons or things in your own homes and neighborhoods. But - there is one sound that you will hear over and over again. You will have to listen carefully, because you will not know when to expect that sound. We are going to see if you can discover which sound is repeated - and - if you can recognize and identify that sound. You will also be asked to tell us how many times that sound was heard.

1. Door being slammed.
2. Door being locked.
3. Dog barking.
4. Water being poured into a drinking glass.
5. Dog barking.
6. Tub being filled.
7. Coffee perking.
8. Dog barking.
9. Dishes being washed.
10. Dog barking.
11. Vacuum sweeper in action.
12. Dog barking.
13. Power mower.
14. Dog barking.

COMMENTS

Prepare an interesting motivational session. Play the tape continuously, all the way through. When finished, encourage discussion with the objective in mind that the students will discover which was the repeated sound (dog barking); replay the tape - this time, the students will be able to indicate (by raised hands or other pre-arranged signal) each time the sound of the barking dog has been heard (six times) in the above listing.

Lesson 3 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a set of 6 or 8 capped hollow wooden cylinders, filled with objects of varying weights, student(s) will be able to indicate, when cylinders are shaken in pairs or sequence sets of three presentations, the sounds of loud - soft, and loud - louder - loudest with 100% accuracy.

MATERIALS

One set of 6 or 8 capped hollow wooden cylinders, filled with: small pebbles; beads; sand; metal chips; iron filings; corn meal; salt, etc.

ACTIVITY

Each of these little cylinders I am holding contains various objects (display and shake each cylinder, one at a time). As you can hear, each cylinder makes a different sound when I shake it. I am going to shake two cylinders, first one and then the other, and you are to tell me which cylinder made the louder (or softer) sound. You will say the FIRST cylinder made the louder (or softer) sound, or the SECOND cylinder made the louder (or softer) sound.

I will now shake three cylinders. I will shake one at a time. You will tell me whether the FIRST, SECOND, or THIRD cylinder made the loudest (or softest) sound.

I will now shake three cylinders, beginning with just two cylinders. You will tell me whether the FIRST or SECOND cylinder made the louder (or softer) sound. I will then shake the third cylinder. You will remember the first two sounds, and will now tell me which cylinder of all three shaken made the loudest (or softest) sound -- was it the FIRST, the SECOND, or was it the THIRD cylinder?

COMMENTS

Run through the cylinder sounds during the introductory period. This will ensure that the students know what kinds of sounds to expect.

Present the sounds in varying combinations, beginning with the gross differences. Gradually reduce the differences until cylinders which contain corn meal and salt are paired. Continue this activity until all children are able to identify all shades of difference.

It is suggested that this activity be re-presented at intermittent intervals to keep auditory discrimination skills sharpened.

Students may take turns presenting the sounds, rotating so that all may have a turn. Cylinders may be used by individual students for independent manipulation.

Lesson 4 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a tape recording of 8 or 10 categories of sounds, each category containing a set of contrasting sounds, student(s) will be able to identify the major category AND the source of the contrasting sounds within each set of each category with 95% accuracy.

MATERIALS

Tape recorder
Commercially or instructor-prepared tape of 8 or 10 categories of sounds, with each category containing a set of contrasting sounds appropriate to each category.

ACTIVITY

I am going to play a tape recording of (*X* number) sets of sounds. Each set contains two sounds. These sounds have been made by people, animals, birds, and other things in our environment. You are going to see if you can identify what the sounds are, and who or what made the sounds contained in each set. We will practice by playing the first set of sounds so that you will know what you are to do. (Allow ample time for the demonstration presentation to make sure the students understand the process. If necessary, play the second set of sounds to further demonstrate the procedure.)

1. A man's voice and a woman's voice.
2. The deep bark of a large dog and the yip of a small dog.
3. An adult's voice and a child's voice.
4. A cough and a sneeze.
5. Songs from the sparrow and the robin.
6. The engine sounds of a truck and a passenger car.
7. The engine sounds from a jet and a very small plane.
8. A factory whistle and a referee's whistle.
9. The roar of a lion and the meow of a cat.
10. The sound of a large crash and a small glass breaking.
11. A cow's moo and a calf's bawling.
12. A noisy crowd at a baseball game and general room conversation.

COMMENTS

Play the tape, one set at a time. Encourage discussion. In addition to developing auditory discrimination skills, the students will learn the value of comparing notes and exchanging opinions. Run through the tape several times until all children can identify presented category/contrasting sound sets with 95% accuracy.

Lesson 5 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a tape recording of sounds of paired musical instruments, and/or paired (high/low, loud/soft) notes of a single instrument, the student(s) will be able to identify each of the paired instruments and/or the high/low, loud/soft notes of single instruments with 95% accuracy.

MATERIALS

Tape recorder
Commercially or instructor-prepared tape recordings of 8 or 10 sounds of paired instruments, and/or paired high/low, loud/soft notes of a series of single instruments.

ACTIVITY

I am going to play a tape recording of various musical instruments. You will listen to two instruments at a time. You will see if you can identify these two instruments. Then you will listen to two more instruments, and see if you can identify these two instruments.

Demonstrate by playing the first set of instruments, perhaps a piano and a pipe organ. Have children identify the instruments and which was heard first. If necessary, play the second set of instruments, perhaps a violin and a guitar. Make sure they understand what is expected of them.

1. A pipe organ and a piano.
2. A violin and a guitar.
3. A violin and a bass viola.
4. A piano and an accordian.
5. A bass drum and a snare drum.
6. A piano and a marimba.
7. An orchestra and a band.
8. A guitar and a banjo.
9. A flute and an oboe.
10. A French horn and a trombone.

Paired high/low sounds for same instrument:

> We are going to play a tape recording of two sounds made by the same instrument. There are *X* (number) of instruments included on this tape. We are going to see if we can identify whether the sounds made by each instrument are high or low. We will play several samples so that we all understand what we are to do.

Paired loud/soft sounds for same instrument:

> I am going to play a tape recording of two sounds made by the same instrument. There are *X* (number) of instruments included on this tape. We are going to see if you can identify whether the sounds made by each instrument are loud or soft. I will play several samples so that you all understand what you are to do.

COMMENTS

Follow the same general procedure for all activities. Loud/soft notes may be obtained from all instruments suggested above as well as high/low sounds. (Sounds produced close to the outside edge of the drum are higher than those produced in the center.) Children may enjoy bringing records from home for a *listening to music* period, several times a week. This can also be structured along the lines of the above suggested activities.

Lesson 6 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a tape recording of short repeated segments of a familiar tune interspersed with short segments of other tunes, singly presented, student(s) will be able to indicate recognition of repeated segment with 95% accuracy.

MATERIALS

Tape recorder
Prepared tape recording of a short segment of a familiar tune such as *Old MacDonald* interspersed repeatedly among short segments of other tunes.

ACTIVITY

I am going to play a tape recording of samples of a number of musical tunes. There will be one sample that you will hear more often than the others. You are going to try to discover which piece you hear more often than the others, and how many times in all you hear this one sample.

COMMENTS

Instructor may ask for a show of hands each time *Old MacDonald* (or preferred tune) is heard by student(s). Instructor, as an alternative method of response, may ask student(s) to write a check mark on a prepared worksheet to indicate each time a repeated tune is heard. The latter method would be a better indication of independent judgment and selection.

Lesson 7 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given sequences of sound patterns tapped on various surfaces or produced by clapping hands, student(s) will be able to identify like/different , loud/soft, and;or duplicate presented patterns with 85-90% accuracy.

MATERIALS

Baton, dowel, or other (wooden) object that can be used for tapping.
Objects of various substances such as wood, metal, glass,etc.

ACTIVITY

Present sound patterns, beginning with paired like sounds, such as *short-short*. Have children identify whether alike-different and duplicate. Increase complexity by varying patterns, such as *short-long, short-short-long, long-short-long.* Have children identify and duplicate each.

Next, present these sound sets in pairs, such as *short-short-short,* and *short-short-long.* Ask children if sound pairs are alike or different, and have them duplicate. Continue to refine discrimination skills by shifting pattern presentation (instructor will have previously prepared a written sequence of patterns to be presented) until capacity has been reached. Drop back one level or so and continue until mastery is secure.

For loud-soft discrimination, repeat the procedure. The patterns this time may be: loud-soft, soft-loud, soft-soft-loud, loud-loud-soft, soft-soft--loud-soft. Continue until mastery appears secure.

COMMENTS

For evaluation purposes, after above activities appear well in hand, prepare a new sequence of sound patterns to be presented in single and paired sets, beginning with simple patterns and continuing on to the more complex patterns. This time, present each set and paired set once. Student(s) should be able to respond correctly from 85-90% of the total presentations. Numbered worksheet forms can be used to assure instructor that selection is the result of independent judgment.

Lesson 8 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a *transportable* object which produces sound (such as a clock), blindfolded student(s) will be able to identify location from which sound is coming (within the room) with 95% accuracy.

MATERIALS

Stop watch, small box containing objects that will produce audible sounds when rattled, or any other like object that will produce a sound that can be cut off when presentation is concluded.

ACTIVITY

Blindfold, or have children close eyes, or put heads down on desks. Holding noise-making object, instructor will move around the room quietly. Instructor will stop periodically and produce sound *flash.* By shifting position of source of sound vertically, diagonally, and horizontally, student(s) will learn directional concepts such as up-down, front-back, high-low, and lateral concepts such as left-right, right rear corner-front left corner. Continue until identification of sounds appears secure.

COMMENTS

For evaluation purposes, a planned sequence of from 8 to 10 sound locations can be prepared. Planning should preclude predictability of location from which sounds may be presented. Instructor will return to front of room after each presentation, or will have an aide assist with the sound-location presentation. Response may be by raised hands. If instructor wishes, student(s) may raise heads and write responses on prepared worksheets after instructor has returned to the front of the room. Student(s) should be able to respond with 95% accuracy.

Lesson 9 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a tape recording of a selected variety of sounds and a set of pictures of objects, one for each of the selected sounds, student(s) will be able to match sound to picture with 100% accuracy. (This task overlaps into visual-auditory discrimination and association.)

MATERIALS

Tape recorder
Commercially or instructor-prepared recording of various familiar sounds heard around the home, school, or neighborhood. Pictures of objects on a one-to-one matching with each of the selected sounds.

ACTIVITY

I have a tape recording of sounds that all of us have heard at one time or another. I also have pictures of the animals, people, or things that make these sounds. As I play each sound, one at a time, you are to select the picture from the chalk tray that matches the sound you have just heard. I will play and match the first several sound/picture sets so that we all understand what we are to do.

1. A dripping faucet
2. A jet plane
3. A cow mooing
4. A horse neighing
5. A dog barking
6. A car stuck in snowdrift
7. A rooster crowing
8. A typewriter
9. A telephone ringing
10. Glass breaking
11. A door being opened
12. Traffic noises
13. Children playing
14. A cat meowing
15. A firetruck siren
16. A factory whistle
17. A boy mowing a lawn

COMMENTS

Place the tape recorder on a low table located to one side of the chalkboard. Place all the pictures along the chalk tray. Children will be seated in a semicircle, facing the chalk tray, instructor, and tape recorder. Instructor will play the first sound, and select the matching picture as a demonstration. Or, a student may be selected to perform the initial demonstration. If necessary, demonstrate a second sound/picture selection. Students could be allowed to hold the cards they have correctly selected. If instructor thinks necessary, entire sequence can be repeated several times.

For evaluation purposes, each picture could be numbered. Prepared worksheets and pencils could be distributed. As instructor now moves through the sequence for the final time, student(s) could write their number-picture choice on the appropriate numbered line on the worksheet. Student(s) should be able to match picture/sound with 100% accuracy.

Lesson 10 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a tape recorder and a field trip, students and instructor will record sounds heard during the field trip, and will be able to identify these sounds with 95% accuracy when played back during post-trip discussion.

MATERIALS

Tape Recorder and tapes (cassette are best)
Supply of fresh batteries.

ACTIVITY

Class discussion should be the vehicle by which consensus is reached regarding destination of field trip. Should consensus, for example, be that the field trip should cover the local airport, preliminary plans should also be covered through class discussion.

During time spent at each of the chosen areas, students will observe, listen, and record sounds emanating from that particular area. Upon return to the classroom, students will discuss recalled aspects of the field trip. Tape will then be played, one sound at a time. Students should be able to identify all sounds recorded on tape with 95% accuracy.

Airport:

1. Sounds of passengers arriving at airport, car doors slamming, luggage scraping sidewalk.
2. Check-in desk, conversations of ticket agent and passengers, luggage hitting conveyor belt.
3. Visit to weather room, sounds of teletype equipment, voices from local weather bureaus relaying flight information.
4. Visit to coffee lounge, sounds of dishware clattering, guests chatting, cash register ringing, trays slamming.
5. Visit to passenger lounge, sounds of flight announcements, verification stamping of tickets.
6. Visit to incoming luggage station, sounds of conveyor belt, luggage hitting terrazzo floors.
7. Sounds of plane take-off, landing, ground crew acitvities, fuel trucks.

Other Possibilities: grocery stores, auto repair shops, post office, farm, factory

Lesson 11 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given taped auditory discimination exercises containing pairs of like sounds and pairs of different sounds, student(s) will be able to correctly identify like and different sounds with 95% accuracy.

MATERIALS

Tape recorder.
Taped pairs of sounds, about 25 in all, illustrating both likeness and difference.
Head phones and jack for group use.
Worksheets, numbered to match number of sounds presented.
Worksheets should bear the KEY: L = like D = different
Pencils.
Learning center, or area set apart from the rest of the room.

ACTIVITY

For the students needing additional auditory discrimination exercises, this task can be assigned to one or several students via the use of a jack. Students will have the numbered worksheets before them. The number of each sound will be announced twice on the prepared tape, and will be followed by the pair of sounds, which, in turn, should be followed by a 15-second interval to allow students to record their written response, *L* for like, or *D* for different. Students, of course, should be reminded to match the numbered line on their worksheets with the number heard on tape. Students may rewind and replay segments of tape if necessary. Worksheets, when completed, will be checked against the instructor's master sheet.

Have two tapes prepared. The first tape will be used for the above practice exercise. The second tape will be used for the evaluation exercise. On the second tape, no replay will be allowed. Students should now, after single time through the second tape, be able to correctly identify like and different sounds within pairs of sounds with 95% accuracy.

1. Fog horn, factory whistle (D)
2. Car horn, truck horn (D)
3. Dog barking, dog barking (L)
4. Jet landing, jet landing (L)
5. Percussion instrument, auto crash (D)
6. Wind whistling, heavy rain falling (D)
7. Typewriter, typewriter (L)
8. Typewriter, adding machine (D)
9. Chalk scraping blackboard, chalk scraping blackboard (L)
10. Sawing wood, chopping wood (D)
11. Water running, object being dropped into water (D)
12. Infant crying, infant cooing (D)
13. Bonfire crackling, steam escaping (D)

LESSON 12 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given 20 or 25 pairs of pictures with the names of each pair rhyming, students will be able to select the correct picture card pair to match the named pair as dictated by the instructor with 95% accuracy.

MATERIALS

20 or 25 pairs of picture cards with the names of each pair rhyming.
Pocket chart supported on easel, positioned slightly below eye level of students when seated.

ACTIVITY

Arrange just 3 or 4 pairs of picture cards in chart to begin with, placing one member of each pair in upper pocket, scattering other members of pairs in random order in lower pockets. Face chart away from students for the moment.

- Review like/different sounds. Tap pairs of objects within room, i.e., chalkboard/chalkboard, chalkboard/desk, desk/desk, desk/floor. Determine that students can identify like/different sound pairs.

- Pronounce word pairs containing like/different pattern sounds, i.e., run/fun, fun/fly, make/bake, make/coat. Determine that students can identify rhyming/non-rhyming word pairs.

- Use rhyming words in short sentences, i.e., *It is fun to run. The cat is fat.* Determine that students can pick out rhyming word pairs.

- Turn over pocket chart. Instructor will name first picture card in top row. Instructor will ask children to scan lower rows of picture cards, naming each picture silently to themselves. Student first to discover rhyme matching picture raises hand, is called upon, walks to front of room, selects matching/rhyming picture card pair, pronounces both picture card names, places card pair in bottom pocket. Continue until first group used up. Add card pairs until all cards in Set A have been used.

Set A:

1. bear/pear
2. car/star
3. ape/grape
4. box/fox
5. hat/cat
6. cake/rake
7. crow/snow
8. pool/spool
9. house/mouse
10. nest/vest

Set B:

1. flower/tower
2. hill/windmill
3. shoe/blue
4. red/bed
5. cone/stone
6. kite/light
7. log/dog
8. fish/dish
9. bug/rug
10. door/floor

For evaluation purposes, numbered worksheets could be prepared. Instructor should sequence a master list of paired/card presentations, using Set B. Arrange one card of each pair in the top pocket of chart as before, and follow general procedure previously described. Student response on worksheets could be either by writing the picture/name words, or, if the pictures have been number-coded, student(s) could write the numbers of a given pair on the appropriate, numbered line on the worksheet. Students will continue, of course, until match has been selected for all cards placed in the top pocket.

Students should be able to correctly identify 95% of the pairs of rhyming-name cards presented in evaluation sequence.

Lesson 13 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a sequence of paired rhyming and non-rhyming words, dictated by instructor, students will be able to correctly identify when pairs rhyme or do not rhyme with 95% accuracy.

MATERIALS

Two lists of rhyming and non-rhyming words, List a, and List b.
Worksheets prepared in numbered sequence for List b evaluation presentation.
Key for List b will be: Yes = rhyming pair No = non-rhyming pair

ACTIVITY

Dictate List a, one pair at a time. Instruct students to respond as follows: Raise right hand for rhyming pair, raise left hand for non-rhyming pair.

Or: Clap hands once if word pair rhymes; clap hands twice if word pair does not rhyme.

Or: Blue-eyed children stand up when pair of words rhymes; brown-eyed children stand up when pair of words does not rhyme.

Continue with activity until it appears children have mastered discrimination of rhyming and non-rhyming word pairs.

List a:	**List b:**
1. glass/brass	1. quick/quack
2. grass/brass	2. bar/bear
3. brass/brash	3. might/mate
4. fast/mast	4. wait/fate
5. fast/mass	5. chair/stare
6. lizard/wizard	6. stack/crack
7. hat/hit	7. stack/stick
8. fate/fight	8. floor/door
9. neck/knack	9. floor/flare
10. quick/lick	10. bike/lick

COMMENTS

For purpose of evaluation, using List b, instructor will distribute worksheets and pencils. Explain that word pairs will be presented in numbered sequence, i.e., 1, 2, 3. If students decide the word pair rhymes, students are to write *Yes* after the presentation sequence number; if students decide word pair does not rhyme, students are to write *No* after the presentation sequence number.

Suggested dialogue for presentation might be: *Find the number one line and put your finger on it. Number one. The word pair is* quick/quack. *If the word pair rhymes, write the word* yes *on the number one line. If the word pair does not rhyme, write the word* no *on the number one line.* Instructor will check to see that students understand the procedure. It may be necessary to repeat the sample dialogue. Later dialogue, therefore, could be:

Find the number three line. might/mate
Find the number four line. wait/fate

Students should be able to correctly identify rhyming and non-rhyming pairs with 95% accuracy.

Lesson 14 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a set of three words in which two of the words rhyme and one does not, student(s) will be able to correctly identify the non-rhyming word in 95% of sequence presentations.

MATERIALS

To lists of words containing sequenced sets, each set containing three words in which two words rhyme and one does not, identified as List a and List b.

Worksheets to accompany List b, numbered to correspond with prepared sequence of presentation.

ACTIVITY

Dictate List a (sets of words), one set at a time. Call on various students to identify which word contained in the set did not rhyme with the other two, whether it was the first, second, or third word. Responding student will pronounce the non-rhyming word. Continue on through List a, until all sets have been presented.

List a:

1. brass/glass/glaze
2. bass/brass/base
3. fist/fast/past
4. fit/hat/hit
5. crush/brash/brush
6. stack/stick/crack
7. glower/flower/blower
8. sale/seal/wheel
9. clear/dear/dare
10. near/fare/fear

List b:

1. light/lit/white
2. show/shoe/true
3. make/tack/take
4. truck/luck/look
5. day/say/see
6. whale/wheel/nail
7. tray/tree/flee
8. flop/crop/flip
9. test/neat/nest
10. car/tar/tear
11. grip/trip/trap
12. bug/rig/rug
13. big/bug/rug
14. fly/try/tree

COMMENTS

For evaluation purposes, using List b, instructor can distribute worksheets and pencils. Explain that the three-word sets will again be dictated in identified number sequence. This time, students will write the number *1* on the appropriate line if it were the first word that did not rhyme, *2* on the appropriate line if it were the second word that did not rhyme, and so on. Worksheets can be checked against instructor's master list. Students should be able to correctly identify the non-rhyming word in 95% of the sequenced presentations.

Users are urged to substitute any words for any of the presented exercises that would be appropriate to the material covered in the user's own classroom. Any vocabulary used is for purposes of illustration only.

Lesson 15 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given instruction-demonstration of specific letter and its sound, students will be able to identify and pronounce at least 10 additional words beginning with the specific letter-sound.

MATERIALS

Chalkboard and chalk.
Collection of miscellaneous objects, beginning with the selected letter-name/letter-sound
Collection of pictures, names of which begin with the selected letter-name/letter-sound

ACTIVITY

Instructor will write the name of the letter being studied on the chalkboard, /b/, for example, explaining that the name of this letter is /b/. The students are going to learn how this letter sounds when it is used in a word; and we are going to see how many words we can think of that begin with this same sound.

- Instructor will produce sound made by letter in isolation, taking care not to produce letter /b/ as /buh/ .
- Instructor will hold up one of the objects brought to class, a ball, for example, and will pronounce the name of the object, /ball/ . Instructor will hold up another object, a book, for example, and pronounce the name /book/ .
- Instructor will hold up one of the pictures, of a bush for example, and see if students can identify by name.
- Instructor might hold up several more pictures, if it seems indicated, such as pictures of a /bear/ , /bus/ , /boot/ .
- When it appears students are ready to go on, instructor can put away illustrative materials.
- Instructor will now ask students to search the room, looking for objects that begin with the /b/ sound when named. When one has been selected, student is to raise his hand.
- Student called upon pronounces object/name. If correct, instructor will write given word on board, lining up /b/ of word with /b/ previously written on board so students will be able to compare initial letter-name/letter-sound both visually and auditorily.
- If selected object-name does not begin with the /b/ sound, instructor will write this word to the right of the /b/ column, and will pronounce this word--pairing it with a word which begins with the /b/ sound. Again, students receive visual and auditory opportunity to compare sounds, and will learn what sound is *not* /b/ as well as what *is* /b/ .
- Instructor will continue until feed-back indicates solid /b/ learning has taken place.
- Instructor will now ask students to think of words beginning with the letter-sound /b/ in their homes, or elsewhere. Continue until students have named at least 10 words beginning with the /b/ sound in addition to those previously named.

This format can be used with any single letter, blend, or digraph in initial or final position as well as with vowels in medial position.

Use of picture dictionaries will help students select additional words illustrating a specific sound as well as reinforce dictionary skills.

Lesson 16

ACADEMIC

INSTRUCTIONAL OBJECTIVE

Given a series of picture-cards containing objects whose names begin with four or five different consonants, student(s) will be able to identify and pronounce those beginning with a pre-selected sound, /b/, for example, with 95% accuracy.

MATERIALS

Selection of picture cards, 20 to 25 in all, of which approximately half begin with a specified letter-sound, with the balance of the cards having names beginning with four or five other letter-sounds.

ACTIVITY

We have all been studying the letter /b/ for the past few days. I am holding a pack of picture-cards. The names of some of these picture-cards begin with the letter /b/, and some do not. As I hold up each card, look at it carefully. If the name of the picture-card begins with the /b/ sound, you are to name the word. If the name of the picture-card does not begin with the /b/ sound, say nothing. The person first to pronounce the correct name for each /b/ picture-card may hold that picture-card. (Or, substitute *motivator* of preference.) The person holding the most picture-cards is the winner. (User may prefer not to use motivator of competitive nature.)

COMMENTS

This approach is versatile, and can be used with any selected letter-sound/letter-name, with blends, digraphs.

This activity is recommended for small groups.

Lesson 17

ACADEMIC

INSTRUCTIONAL OBJECTIVE

Given paired picture-cards, 10 or 15 pairs in all, with some pairs beginning with the same letter-sound and others not, the student(s) will be able to correctly identify those picture-cards whose names begin with the same letter-sound and those which do not begin with the letter-sound, with 95% accuracy.

MATERIALS

10 or 15 pairs of picture-cards, of which approximately half of the pairs have names beginning with the same letter-sound and half which do not.

ACTIVITY

We have been working with the letter /b/ for several days. We have been working with picture cards whose names begin with the letter /b/, and some whose names do not begin with the letter /b/. Today, I am going to hold up two picture-cards at the same time. Look carefully at both picture-cards. Pronounce the names of each picture quietly to yourselves. If you decide that the names of both picture-cards begin with the same letter-sound, /b/, hold up your hands. If you decide that the cards do not begin with the same letter-sound, /b/, keep your hands down. We will practice several times so we all know what we are to do.

COMMENTS

The above activity overlaps, as many will, into visual discrimination, auditory memory and discrimination.

Methods of response can be varied, according to user's preference.

Lesson 18 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a specific category, student(s) will be able to identify and name 10 to 15 items within that category that begin with a specific letter-name/letter-sound.

MATERIALS

Chalkboard and chalk.
Pencils and paper, if students are sufficiently advanced to write down own selections.

ACTIVITY

Several skills will be taught in this activity: classification of items; association of appropriate items with a specific category; identification of initial consonant letter-sounds; a location where a given category is likely to be found. In the following illustration, the category is /food/ - the location is the /grocery store/, and the specific letter-name being studied is /b/.

Therefore, having selected /food/ as the category, and the /grocery store/ as the location, students will be asked to think of as many items as they can, beginning with the letter /b/, that can be purchased in a grocery store. If the spelling is beyond them, the instructor can write each suggested item on the blackboard. Encourage discussion. If students can write, provide for the discussion when lists are completed.

1. banana
2. biscuits
3. bread
4. breakfast food
5. beef
6. buns
7. bouillon cubes
8. bologna
9. barbecue sauce
10. bay leaf
11. bran flakes
12. broccoli
13. beets
14. butter
15. buckwheat pancake mix
16. baking powder
17. baking soda
18. blueberry muffins
19. blackberry jam
20. basil
21. beans
22. bacon

Lesson 19 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a group of letters presently being studied, displaying different styles of print and written in various colors, and given a broad selection of picture-cards whose names begin with various of these letters, students will be able to sound out and match the letter-name/letter-sound cards with the beginning sound of the picture-card names with 95-100% accuracy.

MATERIALS

25 or 30 examples of the letters presently being studied, mounted on cards, written or typed in various kind of print and colors.

25 or 30 picture-cards whose names begin with the various letters presently being studied.

ACTIVITY

Letter-cards and picture-cards will be thoroughly shuffled (these cards should all be the same size). Deal out the cards, six per student, and place the remaining cards face down in the center of the table. Beginning left of the dealer, and moving clock-wise, each student (whose cards are all turned face up) selects a letter-card, gives the letter-name/letter-sound, and matches it to a picture-card having the same letter-sound at the beginning of its name. Each correctly matched pair is stacked in front of the player. Each player completes as many matches as he can during his turn. When the player can make no more matches, he draws a replacement card (one) and the turn passes to the next player who repeats the process. Stress student pronunciation of letter-name/letter-sound and picture-card name so there is adequate emphasis upon sound matching (discrimination). Winner has the most correctly matched pairs. Blends or vowels could be also stressed. This particular activity also relies upon visual and kinesthetic involvement. Three or four students seem to be a good number for this game.

COMMENTS

Variations can be introduced. Instead of matching letters to pictures, letters and/or pictures could be dropped into cartons (cottage cheese) that have been appropriately labeled.

The value of having the letters printed in various types and colors draws in visual skills of a different sort. A /b/ is still a /b/ whether it is printed in red, blue, black, green, or looks like 𝓑 or B or b or b. This is an extension of the *form constancy* discussed by Frostig, and prepares the student for recognition of letters and words in newspapers, magazines, or cartoons. Form should be recognizable, no matter what the style of print used.

The Ideal Company has numerous games and cards that could be used for the above described activities.

Lesson 20 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a set of picture-cards, and given a set of name-cards, one to correspond with each of the picture-cards, student(s) will be able to match picture-card with corresponding name-card with 95% accuracy.

MATERIALS

15 selected picture-cards (more or less, depending upon the grade level of students).
15 name-cards, one to correspond with each of the picture-cards.

ACTIVITY

This activity is another that works better with small groups of students, perhaps two or three students in the group.

Spread out all cards on a table in random order. Moving clock-wise, students will select a picture-card, pronounce its name, and select the matching name-card. Correctly matched pairs are retained by the student. The student having the largest number of correctly matched pairs is the winner. Again, particular emphasis should be upon pronunciation to provide the necessary auditory feedback needed for auditory discrimination.

Continue activity until all students can match pairs correctly with 95% accuracy.

COMMENTS

This game could be treated like "Concentration," with cards being spread in rows, face down, on the table. Moving clock-wise, each student turns up two cards, seeking a picture-card/name-card match. If there is no match, both cards are then returned to original positions, face down. There will usually be no match until six or eight cards have been turned up. The task here is to remember the positions of matching cards (visual memory), as well as the sound match. Again, student earning the largest number of pairs is the winner.

Other skills are used for "Concentration." Students are learning directions and spatial organization skills, i.e., top, bottom, middle, left, right, corners, row 1, row 2. Kinesthetic and tactile skills are used as students reach, stretch, select, pick up, replace cards. Visual and auditory discrimination, as suggested previously, are both involved. What is seen is pronounced, therefore what is heard is compared with other visual stimuli (cards), and a whole cycle of look-say-hear-touch reinforces the learning task. This particular activity is probably one of the most useful in that it draws upon such a variety of requisite skills.

Lesson 21 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

After sufficient classroom practice with rhyming activities, students will be able to provide the word in a two-line poem in which the rhyming word in the second line has been omitted.

MATERIALS

A list of appropriate rhyming pairs of words.
Several completed, rhyming, two-line poems written on chalkboard for demonstration.
Several incomplete, two-line poems written on chalkboard, with final rhyming word omitted.

ACTIVITY

Review list of rhyming pairs of words orally. Have children supply other pairs of rhyming words. Recall several storybook jingles, such as *one, two, button my shoe; three, four, shut the door; five, six, pick up sticks; seven, eight, shut the gate; nine, ten, home again.*

Go over completed two-line poems written on board. Stress the rhythm involved as well as the phrasing.

Go over incomplete, two-line poems written on chalkboard. Children will now provide the rhyming, final word.

Today is the first day of spring.
I can hear the birds _______ (sing).

I saw a little fox.
He was hiding in a ________ (box).

There stood a little goat.
He was wearing a hat and ________ (coat).

Lesson 22 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a series of riddles, containing the stipulation that the answer must rhyme with a given word, students will be able to provide the appropriate word that answers the riddle.

MATERIALS

A prepared list of words that rhyme.
A prepared list of riddles, perhaps 10 to 15 in all, structured in such a way that the answer to the riddle must rhyme with a given word.

ACTIVITY

Explain and demonstrate riddles. Shape explanation and demonstration so that it leads naturally into the samples below. One illustration might be: I am thinking of something that is about the size of my thumb, is black and yellow, flies, and sometimes stings. His name rhymes with tree. (bee) Variations can be infinite.

- I am thinking of something that is good to eat, is usually sweet, usually has frosting, and its name rhymes with rake. (cake)
- I am thinking of something that is big and furry, makes a very loud noise, and sleeps through the winter. His name rhymes with pear. (bear)
- I am thinking of something that is warm, wiggley, friendly, and is called man's best friend. His name rhymes with log. (dog)
- I am thinking of something that grows when the weather becomes warm, is pretty to see, and smells sweet. Its name rhymes with tower. (flower)
- I am thinking of something very tiny, with a long tail and big ears, and its name rhymes with house. (mouse)
- I am thinking of something about the size of a chicken, which has webbed feet and swims, can sometimes be pretty noisy. A very famous one is named Donald, but his ordinary name rhymes with truck. (duck)

COMMENTS

A good source of rhyming words can usually be found in the back of dictionaries. Instructor may draw from these for a better match with the class reading level, entering the rhyming word pairs on a worksheet. Students may select and incorporate these words into their own riddles.

Another similar activity might be to simply pronounce a word (Bill), and call upon students for rhyming word responses (till, sill, will, fill, mill, pill, dill).

Lesson 23 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a series of paired words wherein the final consonants in some pairs of words are the same but different in others, the student(s) will be able to discriminate correctly like or unlike final consonants with 95% accuracy.

MATERIALS

A prepared list of word pairs, perhaps 20 or 25 in all, which approximately half of the pairs ending with the same consonants and half ending with different consonants.

ACTIVITY

By now, this kind of activity will be well understood. The procedures employed are similar to those used in the earlier levels.

The emphasis in this particular task can be shifted from final consonants to final consonant blends, final consonant digraphs, or medial vowels, as students reach this level of academic instruction.

Set the stage as before, telling the students that beginning sounds have been studied and learned, and that rhyming word pairs have also been studied. When we studied rhyming words, you learned when words sounded alike and when they sounded different. What we will do today will be something like that, only this time, you will listen carefully for just the last letter-sounds in words. You will listen to pairs of words, one pair at a time. Listen carefully to the last sounds you hear. If you think that both words in a pair end with the same sound, raise your hand, and when called upon, name the letter-sound/letter-name you heard. If the last letters in a pair of words sounds different, you will want to name each letter-name/letter-sound heard in that pair of words also. You will practice listening to pairs of words with like or unlike final sounds until you can tell quickly when they do sound alike and when they sound different.

Dictate word pairs, one pair at a time. Add to and/or rearrange word pairs to provide variety and challenge.

Suggested word pairs:

1. bad/bat
2. cat/can
3. had/ham
4. had/hat
5. have/have
6. pan/pan
7. pan/pat
8. fit/fin
9. fin/fib
10. fib/fib
11. mad/mat
12. mat/man
13. man/man
14. let/lit
15. let/led
16. fad/fat
17. fat/fan
18. fan/fan
19. bin/bin
20. bin/bid
21. bid/bit
22. bit/bit
23. fig/fin
24. flip/flit
25. rap/rat
26. rat/ran
27. ran/ran

Lesson 24 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a pair, or pairs of words which have been consistently confused (up to but no more than four pairs at one time), and after sufficient study and usage via: pictorial illustrations; Language Master cards with and without illustration; spelling used in reading context and conversation; writing activities using confused words; etc., the student will be able to recognize, pronounce, spell, and use that pair of words correctly with 100% accuracy.

MATERIALS

Pictures of each member of the word pair(s) being confused.
Flashcards containing the word name(s) of the pair(s) of words being confused.
The specific word(s) and corresponding picture(s) entered on Language Master cards.
The word(s) only entered on Language Master cards (word is pronounced-word is spelled-word is pronounced again).
Instructor-prepared worksheets containing sentences which omit the confused word, and offering a choice of three words - one of which correctly completes the sentence.
Chalkboard.
Pencil and paper.

ACTIVITY

Wherever possible, secure pictures of words being confused. One of the most common is the house/horse confusion. Others might be: girl/grill; bran/barn. Present the pictures of the objects whose names the student confuses. Have student name the pictures. Mix and present again until student(s) can correctly name each picture.

Present names of above pictures, written on flashcards, ascertaining which words are known/unknown by student(s). Provide teaching situation for unknown words. Break word down into sound units as follows:

Example: horse
Begin with: or
Add: *h* or
Now add: hor *se*

Repeat the procedure for /house/.

The above activity calls visual attention to a symbol-sound relationship that a given student may have been missing.

Place flashcards on table. Instructor points to /horse/, asking student to pronounce. Instructor points to /house/ asking student to pronounce. Instructor points to /horse/ again, asking student to pronounce. Instructor will now pronounce the words, asking student to indicate corresponding flashcard on table. Repeat this process (studying no more than four words at one time), with student stacking mastered cards in his *words learned* stack.

Spread both pictures and words on the table. Have student match picture with word by naming each picture - selecting and pronouncing the corresponding word-name, again stacking mastered pairs in his *words learned* stack. Repeat until all word-name/picture pairs are correctly matched 100% of the time.

Word and picture will have been entered on Language Master card. Dictated sequence will be:

horse	h-o-r-s-e	*horse*
(pronounced)	(spelled)	(pronounced)

Picture should be attached to Language Master card, and word should be written directly below the picture. Student should run through these cards as further reinforcement of learning task.

Assign student to subsequent Language Master task, during which he studies word as sequenced above, but now without the picture. Student should run through this lettered/dictated sequence - listening with instructor-key depressed, and then run through this sequence again with the student-key depressed, during which time he dictates his own pronunciation, spelling, and pronunciation of the confused word. Instructor will check for confirmation of mastery.

Present teacher-prepared sentences on worksheet. Use only vocabulary known by student. Student should not be confused by unknown vocabulary while he is trying to master confused word-pairs. Child should be able to read instructor-prepared sentences with no difficulty.

Instructor will ask student to produce oral, original sentences, using one of the confused words being studied. Instructor will write these sentences on the chalkboard. Student will copy sentences from the board, and will be able to read them back to the instructor. Review until all sentences are read correctly. No more than 3 or 4 short sentences should be used at one time.

Require student to write original sentences, using each of the previously confused word pairs with 100% accuracy.

If student errors re-appear, drop back and work intensively on portion(s) still giving difficulty. Continue until 100% accuracy is firmly established.

WORDS:

1. house/horse
2. girl/grill
3. were/where
4. see/she
5. their/there
6. they/there
7. bran/barn
8. tall/talk
9. them/there
10. hat/hot
11. he/she
12. Others as determined by indivudal informal evaluation.

SENTENCES:

1. We needed another bedroom, so my parents and I went ________________ hunting.
horse house

2. Bill and Jim went ________________ back riding.
house horse

3. The ____________________ sat down at her desk.
grill girl

4. The ____________________ on the car was bent.
grill girl

5. ______________ waved at her mother.
She See

6. I ______________ the cat in the yard.
she see

7. Tom and Bill fell into the creek and got ________________ clothes wet.
their there

8. It was getting late and ____________________ had to hurry.
they there

9. Mother often makes ________________ muffins for breakfast.
bran barn

10. Grandpa has a big red ________________ on his farm.
bran barn

11. Mother and Aunt Jane wanted to ________________ together.
tall talk

12. Uncle Bill was over six feet ________________.
tall talk

13. Please take my packages and put ________________ in the car.
them there

14. Bill is over ________________, talking to Grandpa.
there them

15. It was a cool day, so Mother wore her ______________.
hat hot

16. Aunt Jane came inside because the sun was too ____________.
hat hot

Lesson 25

ADVANCED

INSTRUCTIONAL OBJECTIVE

Given a list of words containing various, troublesome final word patterns, and hearing a dictated list of words containing the same final word patterns, one word at a time, the student(s) will be able to hold in mind the dictated word, scan the blackboard list, select the word containing the matching final word pattern for either oral or written response with 95% accuracy.

MATERIALS

Chalkboard and chalk.
List 1 - words written on chalkboard which contain familiar but troublesome final word patterns which need further review.
List 2 - words for instructor-dictation and student-matching (oral or written) with the chalkboard list.
Worksheets for possible written responses.

ACTIVITY

Instructor will have written a list of words on the chalkboard which contain the final patterns giving difficulty. Words on chalkboard will be numbered if instructor wishes students to respond in writing on worksheets.

Instructor will *set the stage* by calling students' attention to words on board. Instructor and students will run through chalkboard list, pronouncing each of the written words. Pronounce in random order, thus precluding expectancy set.

Instructor will then explain that she is going to pronounce a word, and students are to scan the board list to locate the word that has the same final word pattern as the one pronounced. Student called upon will pronounce his chalkboard selection.

BLACKBOARD LIST:

1. chat
2. sit
3. split
4. hot
5. blot
6. shut
7. rut
8. let
9. fret
10. sat
11. ring
12. sank
13. rang
14. blunt
15. chunk
16. ranch
17. long
18. lump

DICTATION LIST:

1. bat
2. fit
3. bit
4. shot
5. cot
6. strut
7. but
8. bet
9. get
10. rat
11. bring
12. thank
13. gang
14. stunt
15. hunk
16. branch
17. strong
18. stump

COMMENTS

User will notice that the final word patterns contained in the BLACKBOARD LIST match those contained in the DICTATION LIST, number for number. Thus No. 1 words are /chat/ and /bat/; No. 2 words are /sit/ and /fit/. It is suggested that the word order of the DICTATION LIST be rearranged (our reason for presenting the lists in the above order was to make it easier for the user to ascertain a one-to-one matching of final word patterns).

Lesson 26 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given an instructor-dictated list of words containing long or short medial vowel /a/, for example, students (holding two /a/ cards, one short /ă/ and the other long /ā/) will be able to hold up the specific vowel card matching the dictated word's medial vowel with 90-95% accuracy.

MATERIALS

One set of vowels containing the short marking and one set of vowels containing the long marking - in sufficient quantity so that each student may have one of each.

Instructor-prepared list of words containing the long and short medial vowel currently being studied.

ACTIVITY

This exercise is reinforcement for the classroom teaching which has already taken place. Instructor will dictate words, one at a time, from prepared list of long and short sounds of the vowel currently being studied. As called upon, student(s) will hold up the appropriate vowel sound card which matches the medial vowel sound of the dictated word.

SHORT VOWELS:

1. /ă/: sat, mat, hat, cat, bat, rat
2. /ĭ/: fit, sit, hit, lit, pit, bit

3. /ŏ/: hot, cot, not, dot, got, jot
4. /ŭ/: rut, but, cut, hut, jut, nut
5. /ĕ/: let, bet, get, jet, met, net

LONG VOWELS:

1. /ā/: rate, date, fate, gate, hate, late
2. /ī/: bite, cite, kite, mite, light, tight
3. /ō/: note, goat, home, joke, lope, mote
4. /ū/: cute, chute, blue, glue, hue, cube
5. /ē/: Steve, meat, eve, feet, sheet, reap

Lesson 27 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a list of words dictated by instructor, with one word being dictated at a time, student(s) will be able to respond with a new word formed by removing the initial consonant from the original word with 95% accuracy.

MATERIALS

Instructor-prepared list of words carefully selected so that removal of initial consonant, initial consonant blend, or initial consonant digraph will result in a new, complete word.

ACTIVITY

After preparation period, instructor will dictate from prepared list, one word at a time, words which contain initial consonants, initial consonant blends, or initial consonant digraphs which can be removed to form new words. Words will be presented one at a time, and each word will be pronounced twice. Students will listen to dictated words, mentally remove the initial consonant, blend, or digraph, and will be able to pronounce the new word when called upon.

SUGGESTED WORDS:

1. clack/lack
2. ball/all
3. sled/led
4. slip/lip
5. cramp/ramp
6. branch/ranch
7. clatter/latter
8. splatter/platter/latter
9. brake/rake
10. bleak/leak
11. blast/last
12. clamp/lamp
13. scant/can't/ or /ant/
14. task/ask
15. beat/eat
16. Steve/eve
17. coats/oats
18. crash/rash/ash
19. scrub/rub
20. crib/rib
21. scar/car
22. ground/round
23. shout/out
24. fit/it

Lesson 28 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a dictated word containing a specific medial vowel, students will listen to the word, identify the medial vowel, and will be able to substitute the medial with one or more of the remaining vowels to form new words with 95% accuracy.

MATERIALS

Instructor-prepared list of words containing short and/or long medial vowels, for which appropriate vowel substitutions can be made in order to form new words.

ACTIVITY

Instructor will present stimulus word which may contain either a short or long medial vowel. Student(s) will listen carefully to the stimulus word, mentally substitute a medial vowel, and will respond with the new word when called upon.

Stimulus Words	New Words
1. bake	bike, beak, buck, back, beck
2. hot	hat, hit, hut, heat, hate, height, hoot
3. sit	set, sat, seat, sate, site, suit
4. lad	lid, lead, load, led
5. bet	bit, bat, but, boat, bite, beet, beat
6. nut	Nat, not, net, note, night, neat
7. mate	meat, mat, mute, might, mote, met, mitt, mutt
8. like	leek, luck, lack, lick, lock, lake, leak
9. lead	led, lid, load, laid
10. black	block, bloke, Blake, bleak
11. cube	cub, cab, cob
12. ride	raid, rude, road, read, rid, rod, red

Lesson 29 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a list of 8 or 10 words containing various final sounds, among which are scattered words containing the specific final sound being studied, the student(s) will be able to identify the words containing the specific final sound with 95% accuracy.

MATERIALS

A list (or flashcards) containing sample words using the specific final sound being studied.

A prepared list of words using numerous final sounds, among which are scattered words containing the final, specific sound being studied.

ACTIVITY

Instructor will present the list or flashcards containing the words which illustrate the final sound being studied, for example, the final consonant blend /nd/. Identify /nd/ in a teaching situation, writing it on the board. Make sure student(s) are able to recognize the two letters, /nd/, when seen at the end of the word(s), and can pronounce the word(s) using the /nd/ final consonant blend.

When it appears that solid learning has taken place, instructor will dictate the prepared list of words with some of the words ending with the final consonant blend /nd/ and some not. Have student(s) raise hands when they feel they can identify the word containing the final /nd/ consonant blend. Student(s) will be able to repeat the word containing the final /nd/ consonant blend when called upon to do so.

Final /nd/ consonant blend study/flashcard list:

band
hand
land
sand
wand
end
lend
bend
mend
send
find
grind
mind
wind
blind
bond
fond
blond
pond
abscond
fund
wound
hound
ground
pound

List containing /nd/ words mixed with non/nd/ words:

black
pant
send
will
wind
bend
bell
bent
bond
fond
stand
still
pill
pond
back
band
bland
fight
find
fan
blunt
blend
blond
gravel
grand
stray
strand
wall
wand
land
staff
sack
sand
sound
hatch
hand
hasp
file
fall
bond

COMMENTS

This same format can easily be used to study any of the other final consonant blends or consonant digraphs. Words can be selected appropriate to the reading level of class or individual.

Lesson 30 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a list of topics from which each student will choose one, and after having had numerous exercises with rhyming words, final sounds, student(s) will be able to write simple poems/jingles about the selected topic. Approximately two weeks should be allowed to work through this unit.

MATERIALS

Sufficient thesauri so each student may have one.
Enough dictionaries to go around.
Numerous collections of poems within the appropriate reading levels.
Taped poetry (numerous actors have recorded children's poetry, including Claude Raines, Burl Ives, Greer Garson)
Films providing background information on well-known poets and poetry.
Paper and pencils.

ACTIVITY

- *Set the stage.* Find out what the children know about poetry, poems, poets. What kind of people become poets? Does anyone know someone whose full-time career is devoted to writing poetry? What do students think poets write about? Where do they live?

- Instructor will have selected and previewed film. Explain pertinent information about film. Research interesting background information for discussion. Show film. Provide time for post-viewing discussion.

- Distribute collections of peotry. Let children go through their books. Allow time for questions for those who have discovered something interesting they would like to have read to them. Instructor should make a point of reading with expression and smoothness so children can see what real and genuine pleasure can be derived from the reading of poetry.

- Play recorded poetry, allowing time for discussion of content and style of reading.

- Distribute thesauri and dictionaries. Since this is the *Advanced Discrimination* level, it is assumed that children are able to use dictionaries. Review anyway, and explain the thesaurus.

- Present list of possible topics and invite additions to list. Make no restrictions on length, topic, or general style. Let each student find his own best method.

- Distribute pencils and paper. Instructor will add to/alter preceding activities as indicated by class needs and/or instructor preference.

BEGIN!

COMMENTS

Evaluation. This will need to be primarily a subjective process. Productions will be compared with quality of individual student's own general performance. Instructor will note student's ability to express himself, select meaningful vocabulary, employ rhyming couplets. Rather than awarding grades (which may have the net effect of nipping a promising career in the bud), it may be more fun to continue efforts in poetry writing with the eventual goal of producing a volume of poetry put out by the entire class. Material could be ditto'd, arranged in alphabetical order according to author, bound, and taken home for a birthday gift, mother's day present, or whatever. However, instructor will note weaknesses displayed by students. These can go into lesson plans for further, non-stressful review. Many times, a *once over lightly* is all that is needed. The real evaluation in this case is the child's own feeling about his own creation!

● ADDITIONAL ACTIVITIES ●

•••••auditory memory

LESSON 1 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a list of descriptive situations, students will be able to distinguish between those in which they could learn by hearing from those in which they could not with 95% accuracy.

MATERIALS

List of situations.

ACTIVITY

Read a phrase. The children are to raise their hands if any sounds would be heard in that situation.

> *Listen to each phrase I read. If you would hear sounds in that particular situation, raise your hand.*

1. a cat purring
2. a cat stretching
3. a cat sound asleep
4. a red flower growing in the garden
5. a window being shattered
6. the sun shining
7. a table full of food
8. the television set when it is turned off
9. a shrieking fire engine siren
10. a water fall
11. a green and gold carpet
12. water running in the sink
13. a picture hanging on the wall
14. a cat rubbing against your leg
15. a coat hanging on a hook
16. a telephone ringing
17. smoke rising in the air on a cold day

LESSON 2 *READINESS*

INSTRUCTIONAL OBJECTIVE

After hearing the teacher read short lists of related words and a statement telling how the words are related, the children will repeat the words and tell how they are related with 100% accuracy.

MATERIALS

Teacher-made lists of related words.

ACTIVITY

Read a list of words and tell how they are related. The children are to repeat the words and tell the relationship.

> *Listen to these words and why they go together. Then we will see who can repeat what you heard.*

Read each series in the manner illustrated in the first example.

1. Listen to this list of words---cow, dog, horse, pig, cat. These are all animal words. Who can say the animals I said? (Child responds) Why are these words together? (Child responds)
2. Nancy, Betty, Susan, Molly---names for girls
3. turnips, carrots, peas, beets, potatoes---vegetables
4. red, blue, green---colors
5. sofa, chair, table---furniture
6. cotton, wool, linen---kinds of cloth
7. Pontiac, Chrysler, Ford, Chevrolet---kinds of cars
8. Bill, Gene, Dave---names for boys
9. cars, buses, trains, planes---ways to travel
10. telephone, smoke signals, radio---ways to send messages
11. apples, pears, peaches, apricots---fruits
12. hammer, screwdriver, wrench, pliers---tools
13. tomato juice, lemonade, milk, water---things we can drink
14. Ernie Banks, Babe Ruth, Mickey Mantle---famous baseball players

Lesson 3 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a category, the children will be able to name words that fit into that category with 95% accuracy.

MATERIALS

Teacher-made list of categories.

ACTIVITY

Say a general category. The children are to say specific words that fit into that category.

I am going to say a word that will make you think of many other words. Try to think of words that no one else has already said.

Suggested categories:

1. animals
2. boy's or girl's names
3. kinds of furniture
4. electric appliances
5. articles of clothing
6. trees
7. plants
8. fruits or vegetables
9. musical instruments
10. circus animals
11. brands of cars
12. ways of transportation
13. names of cities
14. machines
15. occupations
16. toys or games
17. TV or movie stars

Lesson 4 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a list of related words, the children will say how they are related with 95% accuracy.

MATERIALS

List of related words

ACTIVITY

Read a list of related words. The children are to say how they are related.

I am going to read a list of words to you. Listen to the list and then we will see who can tell how they are alike.

1. cats, dogs, horses, alligators, elephants---animals
2. chair, table, sofa, bed, bookcase---furniture
3. sheets, blankets, pillowcases, quilts---bed linens
4. pears, apples, peaches, oranges, dates---fruit
5. canoes, steamships, rowboats---ways of traveling on water
6. cats, dogs, canaries, goldfish---pets
7. cereal, eggs, toast, bacon, ham---breakfast foods
8. veal, mutton, pork, ham, bacon---meats
9. checkers, Monopoly, hot potato---games
10. dolls, zonkers, building blocks---toys
11. pints, quarts, gallons, cups---units of measurement
12. pins, needles, thread---things to use in sewing
13. plumbers, firemen, cooks, milkmen---kinds of jobs
14. penny, nickel, dime, dollar---money
15. vanilla, chocolate, strawberry, butter brickle---ice cream flavorings
16. shirts, ties, blouses, coats---clothing
17. tractor, crane, steam shovel---machines
18. pen, pencil, magic marker---things to use in writing

Lesson 5 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a cue word, the children will be able to say associated words with 95% accuracy.

MATERIALS

Teacher-made list of cue words.

ACTIVITY

Say a cue word. The children are to say a word they think of when they hear that word.

I am going to say a word. When it is your turn, say a word that my word made you remember.

Suggested cue words:

1. railroad
2. school
3. people
4. travel
5. home
6. breakfast
7. happy
8. picnic
9. jungle
10. television
11. cowboy
12. store
13. house
14. tired
15. play
16. danger

Lesson 6 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given verbal directions, the children will be able to hear a color word and hold up an object of that color immediately with 100% accuracy.

MATERIALS

Plastic color chips from Peabody Language Development Kits

ACTIVITY

Read a list of color words. The children are to hold up a chip of the color immediately.

> *I am going to see how well you can sort out colored things when you hear a color word. Make sure each of you has these chips---red, blue, green, yellow and brown. When you hear a color word, hold up that chip as soon as you can.*

1. blue, green, yellow
2. red, green, yellow
3. green, yellow, green
4. green, green, green
5. yellow, green, red
6. blue, red, brown, green
7. red, blue, brown, yellow
8. green, red, blue, brown, yellow
9. red, green, brown, green
10. red, blue, green, blue, red
11. yellow, brown, green, green, blue
12. red, blue, green, yellow, blue
13. blue, green, blue, green, yellow
14. red, blue, green, red, blue, green
15. brown, yellow, red, yellow, brown

Lesson 7 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given short stories or lists of words containing some color words, the children will be able to hold up a given color when they hear that word used with 95% accuracy.

MATERIALS

Lists or stories containing color words
Plastic color chips from Peabody Language Development Kits

ACTIVITY

Read the material aloud. The children are to hold up the correct chip to indicate each color word they hear.

We are going to listen for color words among other words. When you hear a color, hold up the chip that shows that color. Each of you should have red, blue, yellow, brown, white, orange, green and black.

1. The two children were talking about their Christmas gifts. Sally got a yellow dress, black shoes and a furry, white set of earmuffs. Billy was excited about his new, red bike and could hardly listen to anything Sally said.
2. The black dog ran after the yellow kitten.
3. brown pencils, electric typewriter and clean, white paper
4. The girls walked into the dime store and went directly to the stationery department. Sally brought three sheets of orange construction paper and four sheets of black. She was making decorations for a party.
5. Have you ever seen a red fox?
6. Found: A bright red bicycle on the corner of First and Harrison. Ask at the first white house.
7. yellow sheets, bedspreads, pieces of wood, black rubbers
8. Dark green lettuce is full of vitamins and minerals.
9. cats, hoses, blue, green, red, circle
10. red umbrellas, green raincoats, black cats
11. Sharpen that green and white pencil for me, please.
12. The sky is extra blue today, don't you think?
13. The table is very colorful. It is orange and brown.

Lesson 8 *READINESS*

INSTRUCTIONAL OBJECTIVE

After being given a good deal of drill on the Language Master, children who have difficulty remembering the words for things in conversational speech, will remember the words for pictures with 100% accuracy.

MATERIALS

Language Master
Language Master cards on which pictures of common objects have been drawn and the name of the object has been recorded.

ACTIVITY

The child listens to the name of the object while looking at the picture of the object. Then he records what he heard.

> *You are going to learn the words for some pictures. Listen to the word on* Instructor. *Record what you heard on* Student. *Do each card seven times. Then I will check you to see if you remember the name of the picture.*

Some suggested picture words to begin with:

1. house
2. girl
3. boy
4. baby
5. man
6. woman
7. cat
8. dog
9. door
10. window
11. coat
12. shoes
13. stove
14. bed
15. car

Lesson 9 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given pictures of objects, the children will be able to name the pictures after practice, with 100% accuracy.

MATERIALS

A good picture collection.

ACTIVITY

Show individual pictures. The children are to say the name of the picture.

> *We are going to learn the names of some pictures. Look at each picture and say its name. If you can't think of its name, I will tell you. Then we will see who can remember all the pictures.*

Each lesson will be different depending on the pictures that are used.

- Show a picture.
- Say the name of the picture if the children are not able to name it themselves.
- Go on to the next picture and repeat the same procedure.
- Review several pictures to check for recall before adding too many to the pile.

Lesson 10

READINESS

INSTRUCTIONAL OBJECTIVE

Given a variety of objects, the children will be able to listen to a description of one of the objects and choose it from the group with 100% accuracy.

MATERIALS

Table on which to display objects.
Assorted small objects: flashlight, pair of red mittens, a ball, magic marker, salt shaker, egg, pair of sunglasses

ACTIVITY

Describe an object. The children are to choose that object from the others.

Listen carefully to what I say about one of these things. Then we will see who can tell the group the one I am talking about.

1. Guess what this is. It would be seen at school. It helps us do school work. It could be kept in your desk. It is used on paper for art work and has a felt-tip point.
2. I'm thinking of the only thing on the table we could eat.
3. You could bring this to school and could keep it in your desk. You would only bring these on a cold day though to help keep you warm.
4. This is round and is used in games. What is it?
5. Tell me which of these things would be used on very bright days?
6. Your mother could sign her name on a check with this thing.
7. Now, I'm thinking of two things---one of them helps you see better in the dark and the other helps you see better in bright sunlight.
8. This holds something you would put on your food.
9. This would be something you could cook.
10. Your father might keep one of these in the glove compartment of the car in case he has a flat tire at night.
11. These are made of warm cloth.
12. This would be kept on a table.
13. What two things on the table could be worn?
14. Which of the things are run by batteries?

Lesson 11 *READINESS*

INSTRUCTIONAL OBJECTIVE

After hearing simple definitions of words, the children will be able to repeat these definitions immediately with 100% accuracy and over longer periods of time with 90% accuracy.

MATERIALS

Simple dictionary or rewritten definitions if the original is too complicated.
Notebook in which to keep a record of words taught.

ACTIVITY

Say the word and the definition. Write the word and definition in the class notebook. Check for recall immediately. Check for recall at later times by referring to the notebook.

> *We are going to learn some new words today. Listen carefully because we will want to see who can repeat the definitions.*

1. Restaurant - A restaurant is a place where people can buy prepared foods.
2. Chef - A chef is the person who is in charge of all the cooks in a restaurant.
3. Waiter - A waiter is a man in the restaurant who takes food orders and delivers them to the customers.
4. Waitress - A waitress is a woman in the restaurant who takes food orders and delivers them to the customers.
5. Customer - A customer is the person who wants to buy food at the restaurant.
6. Menu - A menu is a list of food that is served in a restaurant.
7. Tip - A tip is an extra amount of money given to the person who waits on your table.

Lesson 12 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a set of pictures showing possible noise-producing things and a sound tape, the children will be able to connect the sound at the time it is heard with the correct picture with 95% accuracy.

MATERIALS

Animal pictures---cat, dog, horse, cow, pig, duck
3-minute teacher-made tape of animal noises

ACTIVITY

Play the tape. The children are to hold up the correct picture when they hear a noise.

> *We're going to see how well you can remember animal noises you have heard. When you hear a noise on the tape, hold up the picture of the animal that is making that noise.*

Noises the children hear:

1. a duck quacking
2. a horse galloping
3. a dog howling
4. a duck flapping its wings
5. a dog growling

6. a cat purring
7. a horse whinnying
8. a cow mooing
9. a pig oinking
10. a pig squealing
11. a dog barking
12. a cat meowing
13. a cat spitting
14. a horse snorting

Lesson 13 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a verbal command, the children will be able to imitate specific sounds with 95% accuracy.

MATERIALS

List of noise producing animals or objects.

ACTIVITY

Tell the child to make a specific noise. The child responds by making that noise.

Try to make whatever noise I say.

1. Make a noise like a cow.
2. Make a noise like a jet plane.
3. Make a noise like a baby.
4. Make a crying noise.
5. Make a laughing noise.
6. Make a noise like a rocket blasting off.
7. Make a noise like a cat.
8. Make a noise like a hungry dog.
9. Make a noise like a happy, contented cat.
10. Make a noise like a hungry lion.
11. Make a noise like an explosion.
12. Make a whimpering noise.
13. Make a sobbing noise.
14. Make a noise like a barking dog.
15. Make a noise like a vacuum cleaner.
16. Make a noise like a duck.
17. Make a noise like a car that won't go.
18. Make a noise like a tired man.
19. Make a noise like a boy who has gotten a spanking.

Lesson 14 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to tell about or imitate the sounds they have heard in specific situations or locations with 85 - 100% accuracy, depending on their background of experiences.

MATERIALS

List of situations or locations

ACTIVITY

Provide the setting by asking about the sounds that would be heard at a specific location or situation. The children respond with either verbal descriptions or imitations.

I am going to see how many sounds you can think of that go with special places or times.

1. What sounds would you hear at a circus?
2. What sounds would you hear at a farm?
3. What sounds would you hear at a Halloween party?
4. What sounds would you hear at a Christmas party?
5. What would people be saying at a birthday party?
6. What noises would you hear at a birthday party?
7. What noises would you hear if construction people were tearing up the street in front of your house?
8. What would you hear if you were at the beach?
9. What noises would you hear if you were at the movies?
10. What sounds do you hear in your house before you get out of bed in the morning?
11. What would you hear if there was a cat and dog fight?
12. What would you hear if your mother was cleaning the house?
13. What would you hear if your father went outside and couldn't get his car started?
14. What sounds would you hear in the halls at school between classes?

Lesson 15 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to say how many times they heard a particular noise with 90% accuracy.

MATERIALS

Party clicker
Toy xylophone

ACTIVITY

Make a noise a number of times. The children are to say the number.

Count to yourself the number of times you hear me make this sound.

Have the children close their eyes when it is their turn.

1. Clap hands 5 times.
2. Clap hands 4 times.
3. Clap hands 2 times, tap wall 3 times.
4. Clap hands 4 times, tap wall 2 times.
5. Click the clicker 4 times.
6. Tap xylophone 2 times.
7. Tap xylophone 4 times.
8. Clap hands 6 times.
9. Say *meow* 3 times.
10. Say *meow* 7 times.
11. Clap hands 8 times.
12. Tap xylophone 7 times.
13. Click clicker 9 times.
14. Clap hands 2 times, tap xylophone 4 times.
15. Click clicker 3 times, clap hands 3 times, tap xylophone 4 times.

Lesson 16 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a single verbal command, the children will follow that direction in both group situations or on an individual basis with 95% accuracy.

MATERIALS

List of Commands.

ACTIVITY

Say a single command to either the group or to individuals. The children are to carry out the command.

We are going to hear some directions and see who can follow them.

1. Everyone, go to the door.
2. Everyone, sit down on the floor.
3. Everyone, stand up.
4. Sally, go to the window.
5. Everyone else walk to the door.

From now on, unless you hear particular names, everyone should follow the directions.

6. Go to your desks.
7. Sit down in your desks.
8. Lift up the tops of your desks.
9. Sally, take out a book.
10. Bill, Harry and Denise, take out a pencil.
11. Put the tops of your desks down.

12. Put your heads on your desks.
13. Jane, sit up straight.
14. Harvey and Jane, sit on the floor.
15. Sally, Bill, Harvey and Jane, stand up.
16. Everyone, go to the door quickly.

Lesson 17 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will follow verbal directions for drawing a picture whether the directions are given to the group or to individuals with 95% accuracy.

MATERIALS

Drawing paper
Crayons
Pencils

ACTIVITY

Give a single verbal direction. The children respond by following the direction

Listen to the direction I give you. Sometimes, all of you will follow the direction and at other times, only some of you.

1. Draw a tree and color it green.
2. Draw a house.
3. Color the roof of the house blue.
4. Draw a picture of a dog under the tree.
5. Color the dog brown, Peter.
6. Mary, color the dog black.
7. Everyone else, color the dog gray.
8. Dixie, color the door on the house yellow.
9. Everyone else, color the door black.
10. Draw a bird in the tree with your pencil.
11. Dixie, color the bird yellow.
12. David, color the bird red.
13. Everyone else, color the bird brown.
14. Draw 5 apples on the ground under the tree.
15. Girls, color all the apples red.
16. Boys, color all the apples green.
17. Put your name on the back of your picture.

Lesson 18 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will remember specific classroom duties immediately after hearing the assignments and at the time they are to be done with 100% accuracy.

MATERIALS

List of classroom duties and the children assigned to them.

ACTIVITY

Read the list of jobs and children assigned to them for the week. The children are to say their job immediately and be able to carry it out at the assigned time.

Here are the job assignments for this week. Be sure you can tell me what your job is.

Suggested chores:

1. Clean the erasers
2. Clean the chalkboard
3. Feed pets
4. Straighten library table
5. Straighten the coat room
6. Sharpen pencils
7. Water plants
8. Dust furniture
9. Call the roll

For each job, follow these procedures:

1. Read the job and the name of the child assigned to it.
2. Have the child repeat his job immediately.
3. At a given time each day, announce that it is job time and observe the children who are not able to remember their specific job.

Lesson 19 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be expected to remember a specific word to use in answering roll call immediately after hearing the word with 100% accuracy and during the week when roll is being called with 95% accuracy.

MATERIALS

List of children and their roll words.

ACTIVITY

Read the childrens' names and their roll words. Check for recall immediately. Check for recall later during roll time.

Here are the words to use this week when your name is called for roll. Listen carefully so you will remember it now and later during the week.

1. John, your word is turnip.
2. Sally, your word is cabbage.

3. Dave, your word is potato.
4. Betty, your word is onion.

Continue in this way until all the children have been given an individual word. Check for recall immediately by asking each child to tell the group his word. Check for recall later by observing which children are able to remember their word during roll call. This activity can correlate with unit activities and vocabulary activities in science and social studies.

lesson 20 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be expected to listen for particular words during the day and acknowledge them with 90% accuracy.

MATERIALS

List of children and their words.

ACTIVITY

Read the list of children and their words. If the child hears his word during the day, he is to go directly to the teacher and report it.

> *Each of you is to listen very carefully to the talk around you for a particular word. If you hear your word, come and tell me right away.*

Read the list of children and their words. Use fairly common words that will not have to be set up in fake situations to allow the child to have a chance to hear it.

Suggested words could be:

1. where
2. how
3. because
4. then
5. anyone
6. there
7. other
7. since
8. once
9. twice
10. which
11. can't
12. another
13. however

lesson 21 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to answer a series of questions about a poem they have heard with 90% accuracy.

MATERIALS

Poems to be read aloud or commercial recordings.

ACTIVITY

Read a poem aloud. The children are to answer questions about it.

> *Here is a poem some of you may have heard before. Listen carefully so we can talk about it later.*

The Owl and the Pussy-cat

The owl and the pussy-cat went to sea
In a beautiful pea-green boat;
They took some honey, and plenty of money
Wrapped up in a five-pound note.
The owl looked up to the stars above,
And sang to a small guitar,
"O lovely pussy, O pussy, my love
What a beautiful pussy you are,
    You are,
    You are!
What a beautiful pussy you are."

Sample questions could be:

1. How many animals went to sea?
2. What kinds of animals were they?
3. What kind of boat did they have?
4. What did they take with them?
5. Which animal sang to the other animal?
6. What kind of musical instrument did they take with them?
7. Which animal was said to be beautiful?

For further recall of the poem, have the children draw a picture illustrating it.

LESSON 22 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to answer questions about a short story they have heard with 95% accuracy.

MATERIALS

Short story or paragraph and questions.

ACTIVITY

Read a short story and then ask questions about it.

Listen to this story and try to remember as much as you can about it.

Paul and Cindy were walking up a high hill. Suddenly, Paul told Cindy to look over to her right because he thought he saw something moving there. Sure enough, there was something. It was the saddest, wettest looking puppy that either of the children had ever seen. Paul walked up to him and said, *Looks like you're lost, old fellow.* The little brown and white spotted puppy wagged his tail and started to walk toward Cindy. Paul laughed and said, *I guess he can tell which of us likes puppies the most.* He was talking about the four little puppies that Cindy had at her house.

1. What were the childrens' names?
2. What were they doing?
3. What was the boy's name?
4. Was there a girl in the story? What was her name?

5. Who saw something move first?
6. What did the children see?
7. What color was the puppy?
8. Which of the children did the puppy walk toward?
9. How many puppies did Cindy already have?

Lesson 23 READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to say their name, address, phone number and parents' names with 100% accuracy.

MATERIALS

Tape recorders
Blank tapes
Current list of each child's name, address, phone number and parents' names.

ACTIVITY

Practice listening to tapes recorded with the above information on each child. Then respond to the questions in a group discussion situation.

We are going to practice some very important information about each of you.

1. Demonstrate the importance of knowing important information by having the children put on a skit about a lost child in a department store at Christmas time.
2. Let each child listen to his own personal information as many times as seems necessary for memorization.
3. Pull the children into a group and ask each child to tell the others his name, address, phone number and parents' names.
4. Provide additional listening time for those still having difficulty.
5. Practice the information periodically.

Lesson 24 READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to answer conversational type environmental questions with 95% accuracy.

MATERIALS

Tape recorders
Blank tapes
Current list of information for each child

ACTIVITY

Practice listening to tapes recorded with the information below and then have each child respond to the same questions in a discussion situation.

We are going to practice some questions that people might ask when they want to carry on a conversation with you.

Sample questions:

1. Do you have any brothers? Do you have any sisters? What are their names?
2. How old are you? How old are your brothers? How old are your sisters?
3. What is your favorite game? What is your favorite TV program? What is your favorite song? What is your favorite food?
4. Where does your father work? What kind of job does he have?
5. Does your mother have a job outside the home?
6. What is the name of this school? What is your favorite subject? What do you like to do best at recess?

Lesson 25 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

After intensive drill with (Visual, Auditory, Kinesthetic) VAK-Association activities, the children will be able to choose a specific letter on verbal command from a group of letters with 95% accuracy.

MATERIALS

Overhead projector
Plastic transparencies showing individual letters
Teacher-made worksheet
Squared practice worksheet
Pencils

ACTIVITY

Provide VAK-Association drill with the overhead. The children are to choose a specific letter on a worksheet.

> *We are going to practice seeing, saying and writing some letters. Then you will have a worksheet showing these same letters.*

1. Teach the letter r.
   Show the r transparency on the overhead.
   Say *This is r, r, r, r* as many times as necessary.
   Ask the children to say the name of the letter with you.
   Have the children make a row of r on their squared practice sheet as many times as you feel necessary.
   Walk around and give individual help to those having problems with formation.
   Have the children repeat the name of the letter all the time they are making it.
2. Follow the same procedure for m.
3. Follow the same procedure for n.
4. Follow the same procedure for u.
5. Review all the letters by showing the letters again, saying the letters again and having the children name the letters individually.

6. Give directions for the worksheet.
   Draw a circle around r in the first row.
   Draw a circle around u in the second row.
   Draw a circle around n in the third row.
   In row four, draw a circle around r.
   Draw a circle around the letters that are alike in row five.
   Draw a circle around the letter that is different in row six.
   Draw a circle around nn in row seven.
   Draw a circle around mu in row eight.
   Draw a circle around nnm in row nine.
   Draw a circle around mur in row ten.

Practice Sheet for Letter Identification Exercise

r	r	r	r	r	r	r	r
m	m	m	m	m	m	m	m
n	n	n	n	n	n	n	n
u	u	u	u	u	u	u	u

Worksheet Testing Recall of r, m, n, u

1.	m	n	r	u
2.	u	m	n	r
3.	r	u	u	n
4.	m	m	n	r
5.	u	n	r	n
6.	n	n	u	n
7.	nn	nr	mn	nm
8.	uu	um	mu	un
9.	nun	nnm	rnu	unn
10.	nurn	num	mur	num

Lesson 26

ACADEMIC

INSTRUCTIONAL OBJECTIVE

After intensive drill with (Visual, Auditory, Kinesthetic) VAK-Association activities, the children will be able to say the correct letter name when they see a letter with 95% accuracy.

MATERIALS

Overhead projector
Individual letter transparencies

ACTIVITY

Provide VAK drill with the overhead. Call for volunteers to say all the letter names.

> *We are going to practice all the letters today. Watch and listen while I show them and say them. We will work together for a while and then we will see who can say all the letter names.*

1. Show one letter, p as an example.
2. Say, *This is* p, p, p.
3. Follow this procedure for each of the letters. Spend more time on the letters that the children have the most difficulty remembering.
4. Change the order of the transparencies and go through all the letters again.
5. Have the children name all the letters as a group.
6. Call for volunteers to say all of the letter names.
7. Keep a record of letters that individual children miss.

8. Provide immediate practice for difficult letters.

9. Repeat this activity on a daily basis until the children can say the letter names with 95% accuracy.

10. Continue to review letter names in this way periodically to keep the children from forgetting.

LESSON 27 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given flashcard pairs, the children will identify which of the letters is made correctly and which is backwards with 95% accuracy.

MATERIALS

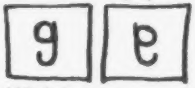
Flashcard pairs for each of the letters that could be reversed, one made correctly and the other made backwards.

ACTIVITY

Show a flashcard pair. The children are to choose the card that shows the letter correctly.

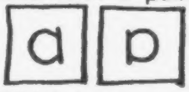
We are going to learn about swizzles. Swizzles are almost like letters but they are turned the wrong way. You will have to look closely at each card and then choose the letter.

1. Show the g pair.



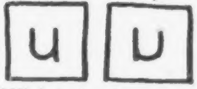
Which is the g ?

2. Show the a pair.



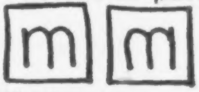
Which is the a ?

3. Show the u pair.



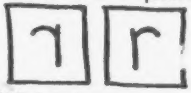
Which is the u ?

4. Show the m pair.



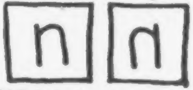
Which is the m ?

5. Show the r pair.



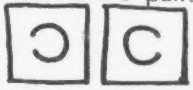
Which is the r ?

6. Show the n pair.



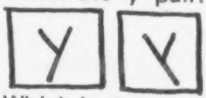
Which is the n ?

7. Show the c pair.



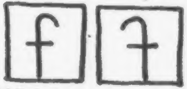
Which is the c ?

8. Show the y pair.



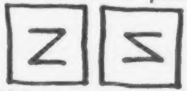
Which is the y ?

9. Show the f pair.



Which is the f ?

10. Show the z pair.



Which is the z ?

11. Show the h pair.

d h

Which is the h ?

12. Show the j pair.

j i

Which is the j ?

LESSON 28 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to print or write a specific letter on verbal command with 95% accuracy.

MATERIALS

Squared worksheets
Pencils
List of directions

ACTIVITY

Give directions for making specific letters on the worksheet.

> *I am going to say some letters. You are to make the letter I say in the correct square on your worksheet. If you do not know a letter, leave that square blank and go on to the next one.*

1. Make y in the first square.
2. Make m in the next square.
3. Make e in the next square.
4. Make w in the next square.
5. Make i in the next square.
6. Make d in the next square.
7. Make f in the next square.
8. Make a in the next square.
9. Make o in the next square.
10. Make r in the next square.
11. Make v in the next square.
12. Make z in the next square.
13. Make c in the next square.
14. Make q in the next square.
15. Make k in the next square.
16. Make p in the next square.
17. Make x in the next square.
18. Make n in the next square.
19. Make g in the next square.
20. Make l in the next square.
21. Make h in the next square.
22. Make b in the next square.
23. Make s in the next square.
24. Make u in the next square.
25. Make j in the next square.
26. Make t in the next square.

The worksheet for testing the making of a specific letter on verbal command should look like this when the children are done.

y	m	e	w	i	d	f	a
o	r	v	z	c	q	k	p
x	n	g	l	h	b	s	u
j	t						

Lesson 29 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to play NameO for association of letter name and letter symbol with 95% accuracy.

MATERIALS

Set of teacher-made NameO cards made on a ditto master and run off so each child has a copy.

Letters printed on colored construction paper and then cut apart so they can be used as callers

Make a, b, c, d, e, f on red paper
Make g, h, i, j, k, l, m on blue paper
Make n, o, p, q, r, s on yellow paper
Make t, u, v, w, x, y, z on green paper

Tokens to mark letters

ACTIVITY

Play as traditional Bingo, but call and mark letters rather than numbers.

We are going to play NameO. I will be the caller first. Choose a NameO card. Look for the color that is at the top of each column. Then, look under that color for the letter name you hear. If you have that letter, place a token on it. The first person to have four corners, a straight line across the board, a straight line down the card or a diagonal from corner to corner is the winner. Say NameO as soon as you have a winning card.

Make a master copy of this card and run it off on the ditto machine so that each child can have a copy. Print different combinations of letters on each card. Have the children color the squares at the top of each column so that the columns will be differentiated.

red	blue	yellow	green

Possible combinations for NameO cards

a	g	p	t
b	h	q	u
c	i	s	v
d	j	n	w

e	k	r	x
f	l	s	y
a	m	n	z
b	h	p	t

c	i	p	u
d	j	q	v
e	k	r	w
f	l	s	x

b	m	o	y
d	g	q	z
f	h	s	t
a	i	n	u

c	j	n	v
e	k	o	w
a	l	q	x
b	m	p	y

a	h	n	z
d	i	q	t
e	j	r	u
f	k	s	v

b	l	o	w
c	m	p	x
a	i	n	y
f	j	s	z

c	m	p	t
d	g	q	v
b	h	o	x
e	k	r	z

d	m	q	u
c	g	p	w
f	h	s	y
b	l	o	t

d	g	o	v
e	m	p	w
c	h	q	x
a	j	r	z

e	j	r	w
f	l	s	v
a	k	n	x
c	h	o	t

d	j	n	u
a	l	o	v
b	k	p	w
c	g	q	z

Lesson 30

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to draw lines from one letter to another as they are called by the teacher with 95% accuracy.

MATERIALS

Teacher-made worksheets
Pencils
List of directions

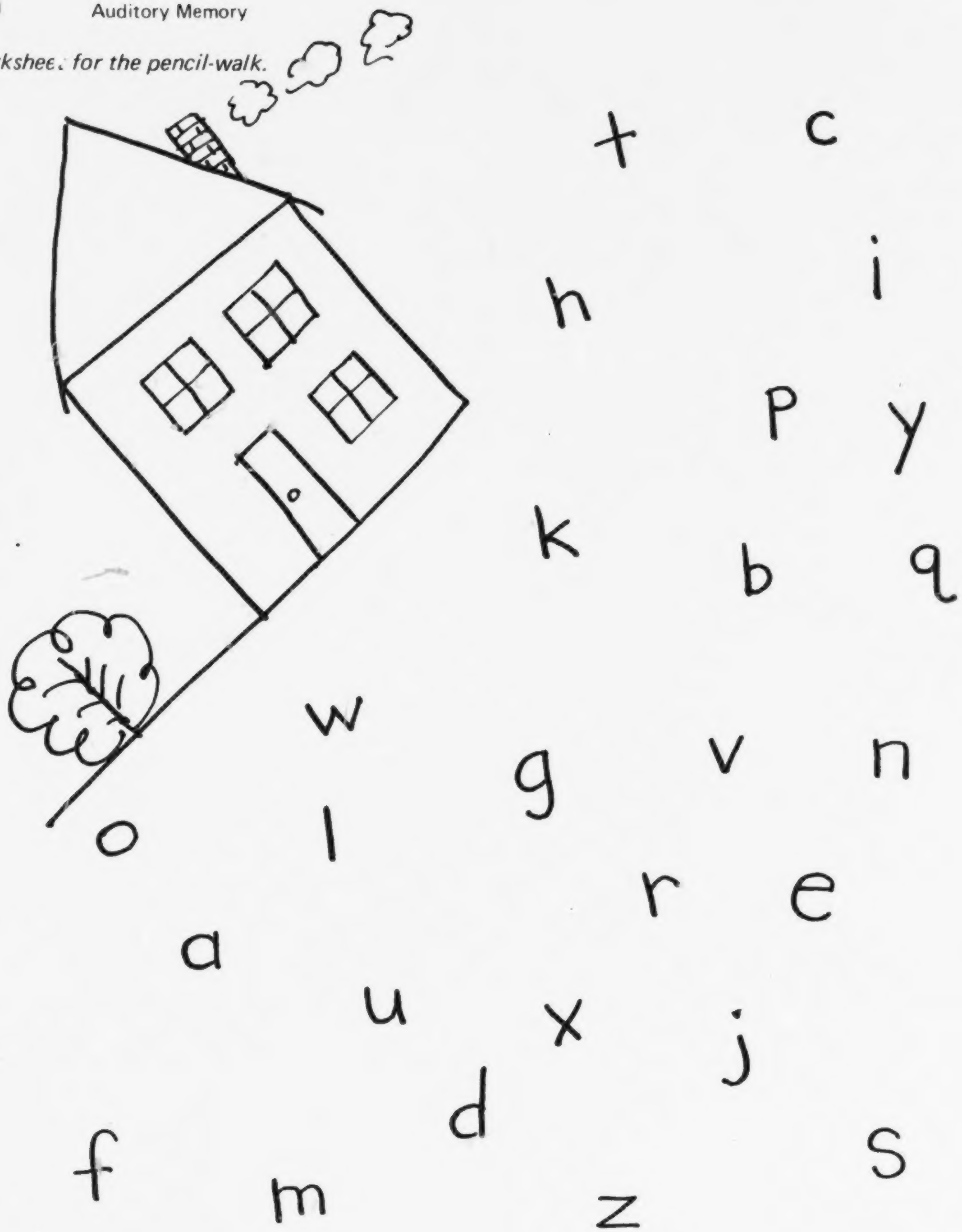
ACTIVITY

Make a pencil path around the worksheet as individual letters are named.

We are going to take a pencil walk around our worksheet. Begin at the door and draw a line to the letter I say. Then, go on to the next letter. Do not lift your pencil from the paper after we start.

1. Start at the door. Put your pencil on the paper.
2. Go to i. Now, go to b.
3. Go to u. Then, go to w.
4. Go to s.
5. Go to h.
6. Go to q.
7. Draw a line to j.
8. Draw a line to n.
9. Draw a line to x.
10. Go to c. Good, now go to t.
11. Go to p.
12. Go to v.
13. Go back to the door of the house.
14. The walk is over.

Worksheet for the pencil-walk.


t
c
h
i
p
y
k
b
q
w
g
v
n
o
l
r
e
a
u
x
j
d
f
m
s
z

LESSON 31 ACADEMIC

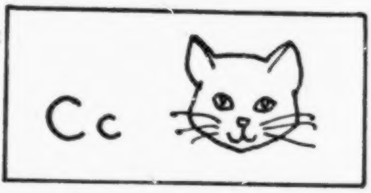
The children will be able to repeat the letter name and key word when they see a card showing both the letter name and the key picture with 100% accuracy.

Language Master
Language Master cards---one for each letter
    Show the letter symbol and a picture of the key word
    Record the letter name and the key word

Associate the letter names and key words with Language Master cards showing these things.

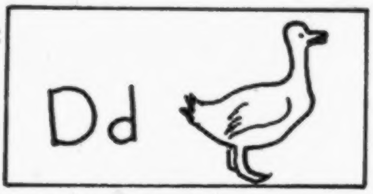
> *We are going to learn the key words that go with each of the letter names. Look at the picture and letter shape on each card and listen to what has been recorded on each card. Then, you record the very same thing on Student. Do each card seven times. Then I will check you to see if you remember the letters and the names of the pictures.*

1. The child sees:



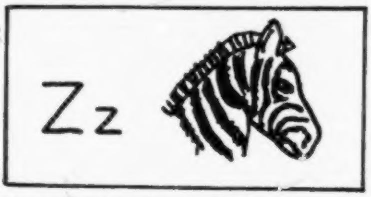
The child hears and records: c / cat

2. The child sees:



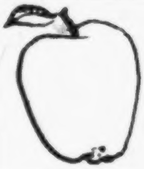
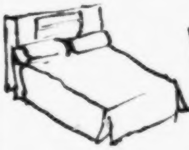
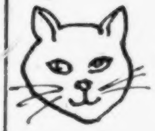
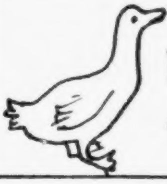
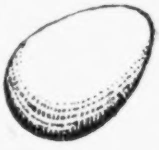
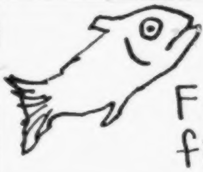
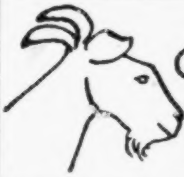
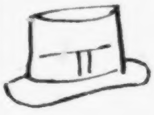
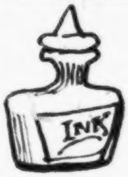
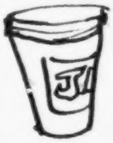
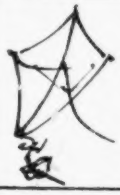
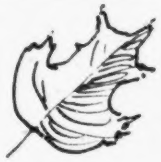
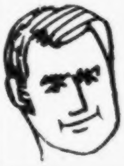
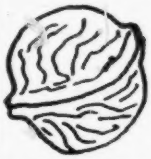
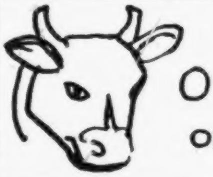
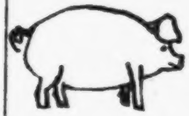
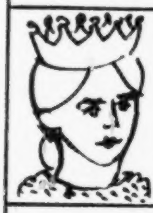
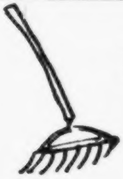
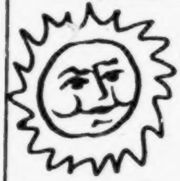
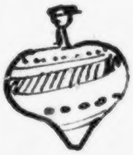
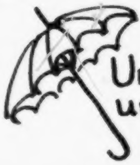
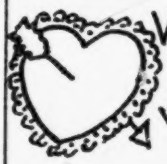
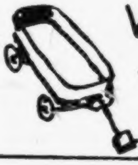
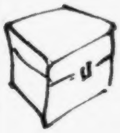
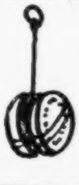
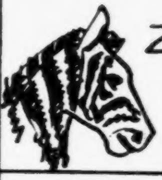
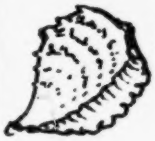
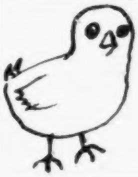
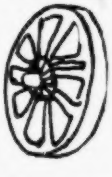
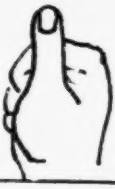
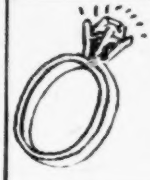
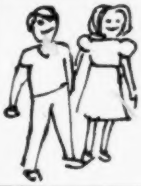
The child hears and records: d / duck

3. The child sees:



The child hears and records: z / zebra

Follow this procedure for each of the letter names and key word combinations shown on the next page.

 Apple apple	 Bed bed	 Cat cat	 Duck duck
 Egg egg	 Fish fish	 Goat goat	 Hat hat
 Ink ink	 Jam jam	 Kite kite	 Leaf leaf
 Man man	 Nut nut	 Ox ox	 Pig pig
 Queen queen	 Rake rake	 Sun sun	 Top top
 Umbrella umbrella	 Valentine valentine	 Wagon wagon	 Box box
 Yo-yo yo-yo	 Zebra zebra	 Shell shell	 Chick chick
 Wheel wheel	 Thumb thumb	 Ring ring	 They they

LESSON 32 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will say the letter name that goes with a key word when they see a picture of that key word with 95% accuracy.

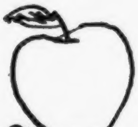
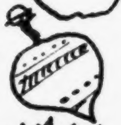
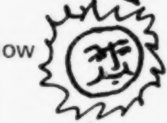
MATERIALS

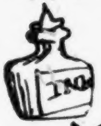
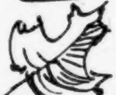
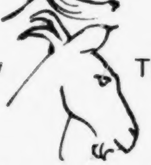
Alphabet picture cards mounted on cardboard for easy handling.

ACTIVITY

Show the key word picture. The children are to say the letter name that goes with the picture.

I'm going to show you some pictures. Tell me the letter that goes with each picture.

1. Show  The children say a.
2. Show  The children say t.
3. Show 

The children say s.
4. Show  The children say i.
5. Show  The children say l.
6. Show  The children say g.

Follow the same procedure for the rest of the letters.

LESSON 33 ACADEMIC

The children will be able to say the letter name and the associated key word when they see specific letters with 95% accuracy.

Overhead projector
Individual transparencies for each of the letters

Show a letter on the overhead. The children are to say the letter name and the key word.

I am going to see how well you have learned the key words that go with each of the letters by checking you in a different way. You will see a letter. You are to say the letter name and the key word.

1. Show v. The children say v, valentine.
2. Show p. The children say p, pig.
3. Show t. The children say t, top.
4. Show c. The children say c, cat.
5. Show x. The children say x, box.
6. Show n. The children say n, nut.
7. Show j. The children say j, jam.
8. Show h. The children say h, hat.
9. Show s. The children say s, sun.
10. Show w. The children say w, wagon.
11. Show i. The children say i, ink.
12. Show u. The children say u, umbrella.
13. Show b. The children say b, bed.
14. Show l. The children say l, leaf.
15. Show g. The children say g, goat.

Continue in this way until the children have named all the letters and key words.

Lesson 34 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to say the key word that goes with a specific letter when they see that letter with 95% accuracy.

MATERIALS

Overhead projector
Individual transparencies for each of the letters

ACTIVITY

Show a letter on the overhead. The children are to say the key word that goes with that specific letter.

I am going to show you a letter on the overhead. Tell me the word that goes with that letter.

1. Show u. The children say umbrella.
2. Show i. The children say ink.
3. Show w. The children say wagon.
4. Show s. The children say sun.
5. Show h. The children say hat.
6. Show q. The children say queen.
7. Show j. The children say jam.
8. Show n. The children say nut.

9. Show x. The children say box.
10. Show c. The children say cat.
11. Show t. The children say top.
12. Show p. The children say pig.
13. Show v. The children say valentine.
14. Show o. The children say ox.
15. Show a. The children say apple.

Continue in this way until the children have named all the key words.

Lesson 35

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to say the letter name, the key word and the letter sound for each letter when they see a specific letter shape with 95% accuracy.

MATERIALS

Language Master cards
  Printed with the letter symbol
  Recorded with the letter name, key word and letter sound

ACTIVITY

Children play and record cards to learn name, key word and sounds of the letters.

> *We are going to learn another part of letter associations, the sound that each letter makes. Look at each card to see the letter that is being practiced. Then you will hear the letter name, the key word and the letter sound that go with that letter shape.*

1. The child sees h ; he hears and records h, hat, /h/
2. The child sees k ; he hears and records k, kite, /k/
3. The child sees d; he hears and records d, duck, /d/
4. The child sees a; he hears and records a, apple /ă/
5. The child sees z; he hears and records z, zebra, /z/
6. The child sees r; he hears and records r, rake, /r/
7. The child sees f; he hears and records f, fish, /f/
8. The child sees o; he hears and records o, ox /ŏ/
9. The child sees v; he hears and records v, valentine, /v/
10. The child sees p; he hears and records p, pig, /p/
11. The child sees t; he hears and records t, top, /t/
12. The child sees c; he hears and records c, cat, /c/

Continue in this way until the children have practiced all the letter names, key word and letter sound combinations.

Lesson 36 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to say the letter name, letter sound associations for a specific letter when they see that letter with 95% accuracy.

MATERIALS

Overhead projector
Individual transparencies for each of the letters

ACTIVITY

Show the letter on the overhead. The children are to say the letter name and the letter sound.

We are going to see how well you can say the letter name and the letter sound for each of the letters you see.

1. Show i; the children say i, /ĭ/
2. Show n; the children say n, /n/
3. Show j; the children say j, /j/
4. Show s; the children say s, /s/
5. Show w; the children say w, /w/
6. Show u; the children say u, /ŭ/
7. Show b; the children say b, /b/
8. Show l; the children say l, /l/
9. Show g; the children say g, /g/
10. Show e; the children say e, /e/
11. Show m; the children say m, /m/
12. Show y; the children say y, /y/
13. Show h; the children say h, /h/
14. Show a; the children say a, /ă/

Follow the same procedure for the other letters of the alphabet.

Lesson 37 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to say the letter sound that goes with a specific letter when they see that letter with 95% accuracy.

MATERIALS

Chalkboard
Chalk

ACTIVITY

Print a letter on the board. The children are to say only the letter sound.

I am going to print some letters on the board. You are to tell me the sound the letter makes.

1. Print s; the children say /s/
2. Print j; the children say /j/

3. Print i; the children say /ĭ/
4. Print k; the children say /k/
5. Print a; the children say /ă/
6. Print d; the children say /d/
7. Print z; the children say /z/
8. Print f; the children say /f/
9. Print r; the children say /r/
10. Print o; the children say /ŏ/
11. Print v; the children say /v/
12. Print p; the children say /p/
13. Print t; the children say /t/
14. Print y; the children say /y/

Follow this same procedure for the rest of the letters.

Lesson 38 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to say the letter sound that goes with a specific letter when they hear that letter name with 95% accuracy.

ACTIVITY

Say a letter name. The children are to say the letter sound.

I am going to say the name of a letter. Then you are to tell me the sound that letter makes.

1. Say z; the children say /z/
2. Say d; the children say /d/
3. Say a; the children say /a/
4. Say k; the children say /k/
5. Say i; the children say /ĭ/
6. Say j; the children say /j/
7. Say m; the children say /m/
8. Say e; the children say /ĕ/
9. Say g; the children say /g/
10. Say u; the children say /ŭ/
11. Say l; the children say /i/
12. Say b; the children say /b/
13. Say n; the children say /n/
14. Say h; the children say /h/
15. Say x; the children say /x/

Follow the same procedure for the other letters.

Lesson 39 ACADEMIC

INSTRUCTIONAL OBJECTIVE

After intensive (Visual, Auditory, Kinesthetic) VAK-Association activities, the children will be able to pick out a given word on verbal command from a group of similar words with 95% accuracy.

MATERIALS

Overhead projector
Individual transparencies for each word
Lined paper
Pencils
Teacher-made worksheet

ACTIVITY

Practice seeing, saying and writing the words. Then choose given words from others on a worksheet.

We are going to learn some new words with the help of the overhead. Watch and listen carefully because you will need to know these words later.

1. Show the. Say the several times. Have the children write the on their papers five times. While they are writing, keep saying the word. Encourage them to say the word also.
2. Follow the same procedure for them.
3. Follow the same procedure for then.
4. Follow the same procedure for this.
5. Follow the same procedure for that.
6. Follow the same procedure for there.
7. Follow the same procedure for where.
8. Follow the same procedure for which.
9. Follow the same procedure for what.
10. Follow the same procedure for when.
11. Mix the order of the words and go through the stack several more times by showing each word individually and having the children say the word.
12. Call for volunteers to say all the words.
13. Hand out the worksheets and give the following directions:

    In the first row, draw a circle around when.
    In the second row, circle the.
    In the third row, circle what.
    Circle where in the fourth row.
    Circle which in the fifth row.
    Circle that in the sixth row.
    Circle this in the seventh row.
    Draw a circle around then in the eighth row.
    Draw a circle around the in the ninth row.
    Circle there in the tenth row.
    Circle them in row eleven.
    Draw a circle around where in row twelve.

Sample practice sheet for words

the	that	what
the	that	what
the	that	what
the	that	what
the	that	what
them	there	when
them	there	when
them	there	when
them	there	when
them	there	when
then	where	
then	where	
then	where	
then	where	
then	where	
this	which	
this	which	
this	which	
this	which	
this	which	

Worksheet for checking choosing words from a group of words.

1) when	where	wheen	then
2) then	them	the	thee
3) whet	that	whit	what
4) wheer	where	wher	there
5) whihc	thich	which	whick
6) that	thit	what	tha
7) thas	thes	thus	this
8) than	them	then	them
9) tee	the	teh	hte
10) where	here	three	there
11) them	then	than	tham
12) three	there	where	wherer

LESSON 40 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to say a word when they see that word with 95% accuracy.

MATERIALS

Overhead projector
Individual transparencies for each word

ACTIVITY

Practice saying the words as a group, then ask for volunteers.

Let's practice these words together and then we'll see if some of you can say them all later.

1. Show the. Say the word many times before going on.
2. Follow the same procedure for them.
3. Follow the same procedure for then.
4. Follow the same procedure for this.
5. Follow the same procedure for that.
6. Follow the same procedure for there.
7. Follow the same procedure for where.
8. Follow the same procedure for which.
9. Follow the same procedure for what.
10. Follow the same procedure for when.
11. Review the whole stack of words two more times quickly by showing the word and asking the whole class to say it.
12. Make review into a game situation. Have the children take turns saying individual words. As long as they say their word correctly, they stay in the game. As soon as a child misses, he must sit on the floor to indicate he is out for that game. The winner is the child left at the end.
13. Speed up the childrens' verbalizations of the words by requiring that they say the word before you count to five. As they develop greater skill, reduce the numbers.

LESSON 41 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to listen to a series of words and then tell how they are alike with 95% accuracy.

MATERIALS

Teacher-made word lists or commercial lists

ACTIVITY

Read a word list to the class. The children are to say how they are alike.

Listen to this list of words. Then, tell me how they are alike.

1. house, heaven, happy, home --- h at beginning
2. bat, fat, hat, sat --- end with -at or they rhyme
3. sad, tab, hat --- the middle sound is /ă/

4. song, sing, gong, hung --- they all end with -ng
5. tame, game, save --- all have a long /ā/ sound, all CVCE words
6. wet, Ted, hem --- all have the short /ĕ/ sound, all CVC words
7. pencil, table, flashlight --- all have 2 syllables
8. didn't, haven't, I'm --- all are contractions
9. sunshine, milkman, cowboy --- all are compound words
10. blame, blue, bluster --- all begin with -bl
11. chap, chicken, chop --- all begin with -ch
12. pit, zip, mid --- all have a short /ĭ/ in the middle
13. hit, at, wet, hot --- all end with -t or all have short vowels
14. window, wagon, wind --- all begin with -w

Lesson 42 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to listen to a series of words and then answer specific questions about that series with 95% accuracy.

MATERIALS

Teacher-made word lists or commercial lists

ACTIVITY

Read the word series. The children are to answer a question about that series.

Listen to these words. Then I am going to ask a question about these same words. Raise your hand if you think you know the answer.

1. house, sun, fun --- which word begins with s ?
2. sun, bun, come --- which words rhyme?
3. pop, ump, lamp --- which words end with p ?
4. wet, am, is, cat --- which words have a short /ă/ sound?
5. don't,goldfish, isn't --- which words are contractions?
6. salt, house, horse --- which words have an s at the beginning?
7. shut, shoot, sham --- what is the sound at the beginning of all these words?
8. flashlight, cowboy, rocking chair --- which of these is not a compound word?
9. baby, bright, blouse --- which of these begin with -bl ?
10. wind, dip, ill --- what is the vowel sound of all these words?
11. ox, mouse, oxen, mice --- which of these words is plural?
12. cat, dip, car, cap --- which of these words has a short /ă/ sound?
13. cupboard, grasshopper, recliner --- which of these has 3 syllables?
14. pit, put, pet, pot --- what are the different letters in these words?
15. eraser, milkman, refrigerator --- which of these has more than 3 syllables?

Lesson 43 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to furnish more words like the one given by the teacher with 95% accuracy.

MATERIALS

List of cue words

ACTIVITY

Give a verbal cue. The children are to furnish more words like it.

Listen to an example of a kind of word. Then see if you can think of more like it.

1. Say four words beginning like fat.
2. Say three more compound words like catnip.
3. The word is aren't. Say four more contractions.
4. Say three words that rhyme with house.
5. Say three more irregular plurals; mice is an example.
6. Say as many words as you can that end like nip.
7. Tell me three more words that end with ck like lock.
8. Say three words that end like this.
9. Say four words that end like making.
10. Say six words that begin like measles.
11. Say four more words that have the same vowel sound as rib.
12. Say three words that have the same number of syllables as grasshopper.
13. Say four words that have the same vowel sound as down.
14. Tell me five words that begin like window.
15. Say seven words that begin like sunny.
16. Tell me four words that have the same vowel sound as mean.
17. Say three words that end like pen.
18. Tell me five words that end like church.

Lesson 44 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a beginning sound as a cue, the children will be able to finish partial sentences verbally with 95% accuracy.

MATERIALS

List of sentences.

ACTIVITY

Read the sentence, saying the first sound of the last word. The children are to fill in a logical word.

I am going to read a sentence aloud. You are to listen to the first sound in the last word and fill in that word.

1. I see a rabbit over /th/ ________
2. Do you have a sharp /p/ ________?
3. I have a pet that likes to drink /m/ ________ .
4. Put the food in the picnic /b/ ________ .
5. He likes eggs for /br/ ________
6. The dog's name is /R/ ________
7. When we can go outside on snowy days, we should wear /m/________
8. Does your father have an unlisted telephone /n/________ ?
9. He dropped the cup on the /fl/ ________ .
10. The cat played with the ball of /y/ ________
11. Does your mother fix potatoes for /d/________
12. Beans and peas are /v/________ .
13. He sits on the couch by the lamp so he can read his /n/________
14. Put the milk back in the /r/________
15. If the lights go out, we can use a /c/________ .
16. Call Mildred on the /t/ ________ .
17. Have you ever fallen off a runaway /h/ ________

LESSON 45 ACADEMIC

INSTRUCTIONAL OBJECTIVE

Children having trouble with reading comprehension should be required to verbalize to themselves during practice time 100% of the time.

MATERIALS

Plastic Tok-Backs
Reading books

ACTIVITY

Children whisper their stories into the Tok-Back.

These are called Tok-Backs. Please use them while you are practicing in your reading book to yourself. All you have to do is whisper into the Tok-Back and you will hear your own voice coming back to you.

LESSON 46 ACADEMIC

By using the Language Master, the children will be able to learn new reading vocabulary with a recall of 95% accuracy.

Language Master
Language Master cards printed and recorded with new vocabulary words.

The child listens and records new words and is then checked for recall.

These are the new words in your next story. (Show the children the printed Language Master cards.) *Listen and record each word six times. Then I will check you to see if you remember them.*

1. Child looks at the word.
2. Child listens to the word.
3. Child records the word.
4. Child listens to original on Instructor.
5. Child listens to his recording on Student to see if the two are the same.
6. Child repeats this procedure for each of the words.
7. Child goes through the whole stack six times.
8. Child is checked by the teacher.

LESSON 47 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will generate their own reading material and will practice listening to it until they can read it with 95% accuracy.

MATERIALS

Tape recorder
Cassette or tape for each child
Typewriter
Time or a volunteer to type the stories

ACTIVITY

The children record their own stories. Then the material is typed and the child listens to his story until he can read it.

You are going to compose and record your own stories for reading class.

1. Teach the children to set up the tape recorders themselves.
2. Teach the child to use the on-off button so it will be easier for the person typing the story. That way, there will not be any long silences while the child is thinking of what to say next.
3. Have the story typed as soon as possible as it was recorded.
4. Have the child listen to his story as he recorded it while following along with the typed copy.
5. Tell the child to listen as many times as necessary until he is sure he will be able to read the story to you.
6. Have the child read the story to you.

Lesson 48 ACADEMIC

INSTRUCTIONAL OBJECTIVE

After intensive (Visual, Auditory, Kinesthetic) VAK-Association activities the children will be able to name and tell the purpose of specific punctuation marks when they see the marks with 95% accuracy.

MATERIALS

Overhead projector
Individual transparencies for period, question mark, comma, quotation mark and apostrophe
Squared worksheets
Pencils

ACTIVITY

Children practice seeing, saying and writing the basic punctuation marks. They are checked for recall by being asked to say the name and the use of each mark.

We are going to talk about the punctuation marks that you see in your books. We are going to learn the names of the marks, what they are used for and how to make them on paper.

1. Show the period. Say its name many times. Define it as being used at the end of a sentence that tells something. Have the children make periods on their squared worksheets.
2. Follow the same procedure for the question mark. Define it as being used at the end of a sentence that asks something.
3. Follow the same procedure for the comma. A comma is used to separate words in a series.
4. Follow the same procedure for quotation marks. Quotation marks are used around words that are being spoken by someone in the story.
5. Follow the same procedure for the apostrophe. An apostrophe is used in contractions to show that some letters have been left out.
6. Go through the stack of transparencies again. Have the children say the name of each mark and tell when it is used.

7. Ask for volunteers to name all of the marks and tell when they are used.
8. Ask for volunteers to go to the board and copy a specific mark, name it and tell when it is used.
9. Repeat this activity periodically when review seems to be needed.

Sample Practice Sheet for Punctuation Marks

.	.	.	.	.	.	.	.	.	.	.
?	?	?	?	?	?	?	?	?	?	?
,	,	,	,	,	,	,	,	,	,	,
“ ”	“ ”	“ ”	“ ”	“ ”	“ ”	“ ”	“ ”	“ ”	“ ”	“ ”
’	’	’	’	’	’	’	’	’	’	’

LESSON 49

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to tell the purpose of each punctuation mark on hearing its name with 95% accuracy.

MATERIALS

Sentences to be completed

ACTIVITY

Read a partial sentence. The children answer by filling in the use of each mark.

I am going to read part of some sentences. You are to finish the sentence by telling the purpose of each punctuation mark I mention.

1. A comma is used to separate ________________.
2. A period is used at the end of a sentence that ________________.
3. Quotation marks are used around words that are ________________.
4. An apostrophe is used in contractions to show that some letters have been ________________.
5. A question mark is used at the end of a sentence that ________________.

Then, simply ask:

1. When do you use a period?
2. Why do you put an apostrophe in contractions?

3. What do quotation marks indicate in a story?
4. When is a question mark used?
5. What are commas used for?

Lesson 50 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to make a specific punctuation mark on paper when they hear the name of that mark with 95% accuracy.

MATERIALS

Squared worksheets
Pencils

ACTIVITY

Name a punctuation mark. The children are to make it on their paper.

I am going to see how well you remember punctuation marks. Make the mark I say on your paper.

1. Make a comma in the first square.
2. Make a question mark in the next square.
3. Make an apostrophe in the next square.
4. Make a set of quotation marks in the next square.
5. Make an apostrophe in the next square.
6. Make a comma in the next square.
7. Make a period in the next square.
8. Make a question mark in the next square.
9. Go down to the next row. Make a whole row of commas.
10. Go down to the next row. Make a whole row of question marks.
11. Go to the next row. Make a set of quotation marks in each square.
12. Go down to the next row. Make an apostrophe in each square.
13. Go down to the next row. Make a period in each square.

Test Sheet for Punctuation Marks

,	?	'	" "	'	,	.	?		
,	,	,	,	,	,	,	,	,	,
?	?	?	?	?	?	?	?	?	?
" "	" "	" "	" "	" "	" "	" "	" "	" "	" "
'	'	'	'	'	'	'	'	'	'
.	.	.	.	.	.	.	.	.	.

Lesson 51

ACADEMIC

INSTRUCTIONAL OBJECTIVE

After intensive (Visual, Auditory, Kinesthetic) VAK-Association activities, the children will be able to say the number names when they see a number with 95% accuracy.

MATERIALS

Overhead projector
Individual transparencies for numbers ,1 to 10
Squared worksheets
Pencils

ACTIVITY

The children practice with VAK methods so they can name the visual number symbols.

We are going to practice numbers. We will see the number, say the number and write the number on our worksheets.

1. Show 7. Say the name of the number many times. Have the children write the number on their paper many times. Keep saying the name of the number while they are writing it.
2. Follow the same procedure for 10.
3. Follow the same procedure for 3.
4. Follow the same procedure for 1.
5. Follow the same procedure for 9.
6. Follow the same procedure for 6.
7. Follow the same procedure for 4.
8. Follow the same procedure for 2.
9. Follow the same procedure for 5.
10. Follow the same procedure for 8.
11. Mix the order of the transparencies. Go through the whole stack quickly three times.
12. Ask for volunteers to say all the numbers.
13. Keep a record of the children that have trouble with specific numbers and provide extra practice for those children.

Practice Sheet for Numbers

7	7	7	7	7	7
10	10	10	10	10	10
3	3	3	3	3	3
1	1	1	1	1	1
9	9	9	9	9	9

6	6	6	6	6	6
4	4	4	4	4	4
2	2	2	2	2	2
5	5	5	5	5	5
8	8	8	8	8	8

Lesson 52

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to make specific numbers on verbal command with 95% accuracy.

MATERIALS

Squared worksheets
Pencils

ACTIVITY

Say each number the children are to make on paper.

I am going to say some numbers. You are to write the number you hear in the correct square on your worksheet.

1. Make seven in the first square.
2. Make four in the next square.
3. Make three in the next square.
4. Make five in the next square.
5. Make two in the next square.
6. Make six in the next square.
7. Make eight in the next square.
8. Make ten in the next square.
9. Make thirteen in the next square.
10. Make seventeen in the next square.
11. Make one in the next square.
12. Make nine in the next square.
13. Make eleven in the next square.
14. Make twenty in the next square.
15. Make twenty-nine in the next square.
16. Make one hundred in the next square.

Test Sheet for Numbers

7	4	3	5	2	6	8	10	13	17
1	9	11	20	29	100				

Lesson 53 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to choose the correctly made number from a pair in which one is made correctly and the other is backwards with 95% accuracy.

MATERIALS

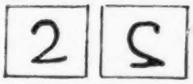
Flashcard pairs for each of the numbers that could be reversed, one made correctly and the other backwards.

ACTIVITY

Show a flashcard pair. The children are to choose the number that is made correctly.

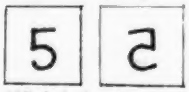
> *We are going to talk about swizzles. Swizzles are almost like numbers but are turned the wrong way. You will have to look at each of the cards carefully and then choose the number.*

1) Show the 2 pair.



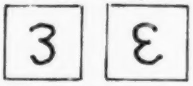
Which is the 2?

2) Show the 5 pair.



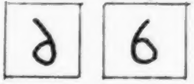
Which is the swizzle?

3) Show the 3 pair.



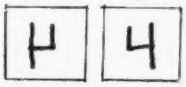
Which is the 3?

4) Show the 6 pair.



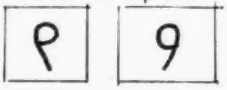
Which is the 6?

5) Show the 4 pair.



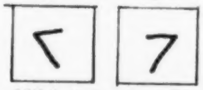
Which is the swizzle?

6) Show the 9 pair.



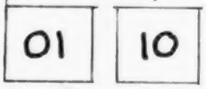
Which is the 9?

7) Show the 7 pair.



Which is the 7?

8) Show the 10 pair.



Which is the 10?

Lesson 54 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to play Bingo with 100% accuracy.

MATERIALS

Commercially made Bingo set

ACTIVITY

Play traditional Bingo.

> *We are going to play Bingo to see how well you remember the number names.*

Follow the rules with the Bingo set.

Lesson 55 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to answer simple questions about arithmetic problems they have heard with 95% accuracy.

MATERIALS

List of arithmetic problems

ACTIVITY

Read problems aloud. The children are to answer verbal questions about them.

I am going to read some math problems aloud. Then we will see who can answer some questions about them.

1. Mary had three necklaces and two brooches.
   How many necklaces did Mary have?
   How many brooches did she have?
   What word can you use for both necklaces and brooches?
   How many pieces of jewelry did Mary have?

2. Gum costs 7 cents now for a package of five pieces. It used to cost 5 cents for a package of five pieces.
   How much does a package of gum cost now?
   How much did a package of gum cost before?
   How many pieces of gum are in a package?
   How much did the cost of a package of gum go up in price?

3. Harry's mother subscribes to a magazine that costs $3 for one year. She gets a magazine every month. The newsstand price is 35 cents for each magazine.
   How many magazines does Harry's mother receive every year?
   How much does the magazine cost for one year by subscription?
   How much would the magazine cost for subscriptions for three years?
   What is the cost of each magazine when ordered by subscription?
   What is the cost of the magazine at the newsstand?
   Which way of buying the magazine is more expensive?

4. The recipe for one kind of instant cake mix calls for 1 1/3 cups of water and two eggs.
   How much water is added to the cake mix?
   How many eggs are added to the cake mix?
   How would you get 1 1/3 cups of water if all you had was a 1/3 measuring cup?

5. On Monday, February 1, Davenport received 2 inches of snow. On Thursday, February 4, Davenport received 3 inches of snow. On Tuesday, February 9, Davenport received 5 inches of snow.
   On how many different days did it snow?
   How much did it snow on Thursday?
   How much did it snow on February 1?
   How much did it snow on Tuesday?

Lesson 56

ACADEMIC

INSTRUCTIONAL OBJECTIVE

After intensive (Visual, Auditory, Kinesthetic) VAK-Association activities, the children will be able to tell the purpose of specific arithmetic symbols when they see the symbol with 95% accuracy.

MATERIALS

Overhead projector
Individual transparencies for $\boxed{+}$ $\boxed{-}$ $\boxed{\times}$ $\boxed{\div}$ $\boxed{>}$ $\boxed{<}$ $\boxed{\text{¢}}$ $\boxed{\$}$ $\boxed{=}$
Squared worksheets
Pencils

ACTIVITY

Provide VAK practice for recognition and recall of arithmetic symbols.

We are going to learn the names and uses of some arithmetic symbols.

1. Show $\boxed{+}$. Say *This is the plus sign. When you see this sign, you add numbers together. What is this sign called? What do you do when you see a plus sign in a problem? Make a row of plus signs across your worksheet.* While the children are making the plus sign, repeat, *That is a plus sign. When you see the plus sign in a problem, you add the numbers together.*
2. Repeat the same procedure for $\boxed{-}$. *This is minus. When you see this sign, you subtract or take away from a number.*
3. Follow the same procedure for $\boxed{\times}$. *This is times. When you see this sign, numbers are multiplied.*
4. Follow the same procedure for $\boxed{\div}$. *This sign means divided by.*
5. Follow the same procedure for $\boxed{>}$. *This sign means greater than.*
6. Follow the same procedure for $\boxed{<}$. *This sign means less than.*
7. Follow the same procedure for $\boxed{\text{¢}}$. *This sign shows cents or parts of a dollar.*
8. Follow the same procedure for $\boxed{\$}$. *This sign indicates the dollar sign.*
9. Show $\boxed{=}$. *This sign indicates is equal to.*
10. Repeat practice with all the symbols several times. Change the sequence with which the transparencies are presented so that the children will not just be learning a group of terms in order.
11. Call on volunteers to tell the purpose or name of each symbol.

Practice Sheet for Arithmetic Symbols

+	+	+	+	+	+	+	+	+	+
—	—	—	—	—	—	—	—	—	—
X	X	X	X	X	X	X	X	X	X

÷	÷	÷	÷	÷	÷	÷	÷	÷	÷
>	>	>	>	>	>	>	>	>	>
<	<	<	<	<	<	<	<	<	<
¢	¢	¢	¢	¢	¢	$	¢	¢	¢
$	$	$	$	$	$	$	$	$	$
=	=	=	=	=	=	=	=	=	=

Lesson 57 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to choose a particular arithmetic symbol from a group of symbols on verbal command with 95% accuracy.

MATERIALS

Teacher-made worksheets
Pencils

ACTIVITY

Say a number symbol. The children are to circle that one.

We are going to see how well you remember arithmetic symbols. Draw a circle around each one you hear me say.

1. Draw a circle around minus in the first row.
2. Draw a circle around plus in the second row.
3. Draw a circle around the less than sign in the third row.
4. Draw a circle around the greater than sign in the fourth row.
5. Draw a circle around the cent sign in the fifth row.
6. Circle the divided by sign in the sixth row.
7. Circle the minus sign in the seventh row.
8. Circle the equals sign in the eighth row.
9. Circle the greater than sign in the ninth row.
10. Circle the less than sign in the tenth row.
11. Circle the divided by sign in the eleventh row.
12. Circle the dollar sign in the twelfth row.

Worksheet to check circling correct arithmetic symbols as verbalized by the teacher

1. + − × +
2. ÷ × ÷ +
3. > < ÷
4. > <
5. $ ¢ $ ¢
6. ÷ ∸ ⨪ =
7. ÷ × + −
8. = $ ÷ ≑
9. × > <
10. = .00 < >
11. $ ¢ ÷ ☆
12. √ & ÷ $

Lesson 58 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to make a specific arithmetic symbol on verbal command with 95% accuracy.

MATERIALS

Squared worksheets
Pencils

ACTIVITY

Give verbal directions for making arithmetic symbols. The children make the symbols.

I am going to say the name of an arithmetic symbol. You are to make what you hear on your worksheet.

1. Make a plus sign in the first square.
2. Make a cent sign in the next square.
3. Make a dollar sign in the next square.
4. Make the greater than sign in the next square.
5. Make the sign that means less than in the next square.
6. Make the sign that means divided by in the next square.
7. Make the minus sign in the next square.
8. Make the sign that means less than in the next square.
9. Make the equals sign in the next square.
10. Make the times sign in the next square.

Sample Test Sheet for Arithmetic Symbols

+	¢	$	>	<	÷	−	<	=	×

Lesson 59 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to listen to and then discuss the meanings of idioms in our language with 95% accuracy.

MATERIALS

List of idioms

ACTIVITY

Discuss idioms. The children are to tell what they think they mean.

> *We are going to talk about some expressions we hear a lot that don 't really mean what they say. For instance, if you hear someone talking about a "white elephant sale" they would not be talking about a place where you could buy white elephants. Instead, it would mean a sale of things that people want to get rid of because they no longer have a use for those things.*

Possible idioms to discuss:

1. put on your thinking cap
2. he came out smelling like a rose
3. shake a leg
4. fed up with
5. hit the books
6. pulling your leg
7. get off my back
8. cross my palm with silver
9. get your goat
10. put your cards on the table
11. that takes the cake
12. throw in the towel
13. eat your heart out
14. butter him up
15. throw your hat in the ring

Lesson 60 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to describe the things that are necessary to be a good baby-sitter with 95% accuracy.

MATERIALS

Typed list of steps
Taped list of steps
Tape recorder and tape

ACTIVITY

Tape the list of steps as they appear on the typed copy. The children are to listen to the list until they can read from the paper without an auditory cue.

Each of you that helps take care of young children should know a few things that are on this list to help you do a better job with them.

Suggested items to include on the tape:

1. Find out where the parents are going. Have them leave a phone number at which they can be reached.
2. Find out the name and phone number of the nearest adult neighbor that will be home in case of an emergency.
3. Be sure to ask the location of the telephone.
4. If you are to feed the child, find out exactly when he is to be fed, what he is to be fed and how much he is to be fed.
5. If the child is a baby, find out where his clean diapers and other supplies are kept.
6. Keep young children away from things that are sharp, things that are hot, things that are hooked to the electric current and away from stairs.
7. Find out when the child is to go to bed.

Lesson 61 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to verbalize bike safety rules with 100% accuracy.

MATERIALS

Movie on bike safety
Rules to be discussed

ACTIVITY

Show the safety movie. Discuss important rules afterwards.

Watch and listen to this movie about bike safety. Then we will talk about it.

Sample rules that should be discussed:

1. Observe all traffic regulations.
2. Do not ride a bike on the sidewalk.
3. Keep to the right side of the road.
4. Ride single file if you are with friends.
5. Use correct hand signals---down for stop, straight out for a left turn, up for a right turn.
6. Look carefully before going across an intersection even if you have the right of way and have signalled.
7. Make sure your bike is in good working order, especially the brakes and lights.
8. Do not carry passengers or large, heavy packages that either obscure your vision or make the bike unbalanced.

LESSON 62 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Children who exhibit a good working knowledge of the traditional ABC alphabet or who need motivation to learn the alphabet will learn Morse Code with 90% accuracy.

MATERIAL

Buzzer Board
Copy of Morse Code Alphabet

ACTIVITY

The children will practice Morse Code with the Buzzer Board.

Morse Code is another way of learning the alphabet. Let's see who can learn some of the letters first.

1. Buzzer Board
   The children depress the buzzer on the board in a series of sounds designated as dots and dashes. This device is probably as close to a real telegraph key as you will be able to find for this activity. (It is distributed by DLM— Developmental Learning Materials).
2. Voice Cues
   If no Buzzer Board is available, the children can say the code for the letters by simply saying dot or dash in the correct sequence. For children with auditory discrimination problems, it may be wise to begin with voice cues.

Copy of Morse Code Alphabet

Aa •—	Bb —•••	Cc —•—•	Dd —••	Ee •
Ff ••—•	Gg ——•	Hh ••••	Ii ••	Jj •———
Kk —•—	Ll •—•	Mm ——	Nn —•	Oo ———
Pp •——•	Qq ——•—	Rr •—•	Ss •••	Tt —
Uu ••—	Vv •••—	Ww •——	Xx —••—	Yy —•——
Zz ——••				

Lesson 63 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to verbalize social awareness skills after group discussion of correct behavior in specific situations with 95% accuracy.

MATERIALS

List of specific ideas to be brought up.

ACTIVITY

Conduct class discussion of how people should respond in different situations.

We are going to talk about manners at certain places or times.

Suggested situations and ideas to work into the discussion:

1. at home

   --respect privacy of other members of the family
   --respect personal property of other members of the family.
   --share the bathroom
   --share the telephone
   --clean up after yourself
   --take part of the responsibility for taking care of the house
   --perform your regular chores without griping

2. at the table

   --get to meals on time
   --eat slowly and quietly
   --talk when your mouth is not full of food
   --discuss pleasant things at meals

3. making introductions

   --introduce men to women
   --introduce young people to older people

4. at the bowling alley

   --stay off the alley unless it is your turn to bowl
   --do not try to distract the person bowling
   --use your own ball

Lesson 64 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to verbalize their awareness of current news events with 90% accuracy.

MATERIALS

Radio
Tape recorder

ACTIVITY

Listen to a news broadcast daily at a specific time. Tape the broadcast and then ask questions about it. Refer to the tape if there are disagreements.

It is news time. Be sure you listen carefully so we can talk about it later.

The questions will be different after each broadcast depending on what has happened during that day. A few questions that could be asked after many broadcasts would include:

1. What is the temperature now?
2. What is the weather forecast for the rest of the day?
3. What did the president do today that made news?
4. What were the other important things in the news?
5. What countries did you hear mentioned in the news?
6. What famous people were mentioned in the news?

Lesson 65 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

On seeing a picture of a well-known person, the children will be able to say the person's name and a reason for the person being well known with 90% accuracy.

MATERIALS

Pictures of well-known people, mounted on cardboard. Get pictures from magazines or newspapers.

ACTIVITY

Show each picture to the group. Ask for the name and why this particular person is famous. If no one knows, tell them.

> *Look at these pictures of famous people. Try to think of the person's name and why he or she is famous.*

Suggested pictures to include:

1. president and vice-president of the United States
2. other well-known people in the federal government
3. governor and other well-known people in the state government
4. mayor of the city and other well-known people in local government
5. famous people in the movies and on television

Lesson 66 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will learn the names of inventors and their inventions with 95% accuracy.

MATERIALS

List of inventors and their inventions

ACTIVITY

Read the name of an inventor and his discovery. Ask the child one or the other.

> *Listen to the names of some people from history and the things they are famous for inventing. Then we will see who can answer questions about either the person or the invention.*

Sample list of inventors and their inventions:

1. Automatic air brake---George Westinghouse
2. Cotton gin---Eli Whitney
3. Diesel engine---Rudolf Diesel

4. Electric light---Thomas Edison
5. Sewing machine---Elias Howe
6. Elevator---Elisha Otis
7. Printing Press---Johann Guttenberg
8. Reaper---Cyrus McCormick
9. Long-playing record---Peter Goldmark
10. Telegraph---Samuel F.B. Morse
11. Telephone---Alexander Graham Bell
12. Lightning rods---Benjamin Franklin
13. Zipper---Whitcomb Judson
14. Safety pin---William Hunt
15. Cash register---James Ritty

Lesson 67 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

After verbal repetition, the children will be able to read the names of the states and their capitals with 95% accuracy.

MATERIALS

List of states and their capitals
Language Master cards printed and recorded with the names of the capitals and states
Language Master

ACTIVITY

Children listen to and record the cards until they think they can read the words without an immediate auditory cue.

Listen to these cards and record them until you think you can read them to me.

Suggested states and their capitals:

1. Des Moines, Iowa
2. Springfield, Illinois
3. Madison, Wisconsin
4. St. Paul, Minnesota
5. Jefferson City, Missouri
6. Indianapolis, Indiana
7. Lansing, Michigan
8. Columbus, Ohio

After the children have mastered this many states and capitals, print Language Master cards for the others. Any geography book can be used for reference.

Lesson 68 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

After verbal repetition, the children will be able to read the names of famous volcanoes and their locations with 95% accuracy.

MATERIALS

List of volcanoes and their locations
Language Master
Language Master cards printed and recorded with the name of a volcano and its location

ACTIVITY

Children listen to and record cards until they can read them without an immediate auditory cue.

> *Listen to each of these language master cards until you think you can read them to me.*

Print and record the cards with the following information:

1. Mauna Loa---Hawaii
2. Etna---Sicily
3. Mt. Hood---Oregon
4. Vesuvius---Italy
5. Fujiyama---Japan
6. Kilauea---Hawaii
7. Popocatepetl---Mexico
8. Rainier---Washington State
9. Lassen Peak---California
10. Cotopaxi---Ecuador
11. Paricutin---Mexico

● ADDITIONAL ACTIVITIES ●

....auditory sequential memory

Lesson 1 *READINESS*

INSTRUCTIONAL OBJECTIVE

To demonstrate the importance of sequence, the children will walk off teacher sentences from left to right, one word at a time and one step at a time with 100% accuracy.

MATERIALS

Prepared sentences

ACTIVITY

Read each sentence. Have children step them off.

> *I want one of you to go to this corner of the room (point to the left front). I am going to read a sentence. As I say each word, take one step toward that corner (point to the right front corner).*

Choose a different child to walk off each of these sentences:

1. Come over to the house after lunch.
2. They had fun in the snow.
3. You are invited to a party.
4. Cows are farm animals .
5. She pushes too hard when she plays.
6. Cats are furry.
7. Stamp collecting is a hobby.
8. Please sharpen your pencil.
9. That family has two boys and two girls.
10. Candles can be used when the electric lights go out.
11. Are you coming to lunch now?

Lesson 2 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given verbal directions, the children will be able to point to a sequence of objects with 100% accuracy.

MATERIALS

Table on which to display objects
Small objects: whistle, toy telephone, coffee cup, water glass

ACTIVITY

Say a sequence. The children point to the objects in correct order.

> *I am going to say a series of things. Point to the things in the same order I said them.*

Say these sequences:

1. cup, glass
2. whistle, telephone
3. telephone, glass
4. glass, whistle

5. whistle, glass, cup
6. telephone, cup, whistle
7. glass, telephone, cup
8. whistle, cup, whistle
9. whistle, glass, telephone, cup
10. cup, telephone, whistle, cup
11. glass, whistle, telephone, whistle
12. whistle, cup, whistle, glass, cup
13. glass, telephone, cup, whistle, cup
14. telephone, cup, glass, telephone, cup
15. telephone, cup, whistle, cup, telephone, whistle
16. cup, glass, telephone, whistle, glass, cup

Lesson 3

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to verbalize picture relationships by using sequential terms, such as first, next, then, second, in the middle, last, etc. with 100% accuracy.

MATERIALS

Pictures from the teacher's file or Peabody Language Kits

ACTIVITY

Place pictures in a row. The children are to tell their relationships to the other pictures.

Look at these pictures. Then tell me where one of them is in the row.

The subject of the pictures does not matter. The following are used only as an example:

1. Give an example. Place the pictures in this order---tiger, elephant, cow; then say *The tiger is at the beginning, then the elephant, then the cow. Another way to talk about the order is to say that the tiger is first, the elephant is second and the cow is third. You could also say that the cow is at the end of the row or is the last picture in the row.*
2. Change the order of the pictures---cow, elephant, tiger. The children are to tell about the new sequence.
3. Give partial sentences to complete:
   --The cow is ___________ .
   --The elephant is___________ .
   --The tiger is __________ .
4. Ask questions:
   --Which animal is second?
   --Which animal is first?
   --Which animal is third?
   --Which animal is at the beginning?
   --Which animal is last?

LESSON 4 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will watch an activity, then tell what they saw with 95% accuracy.

MATERIALS

List of activities

ACTIVITY

Carry out a sequence of actions. One child tells what he saw. The others listen to increase their knowledge of sequential terms.

> *Watch me carefully. I am going to do some things and then one of you will tell the class what I did.*

Perform each of these sequences:

1. Go to the door, open it, close it. Choose a child to report.
2. Sit at the desk, open a drawer, take out a pencil.
3. Open the window, close the window.
4. Hold up a blue pencil, put it down; hold up a red pencil, put it down; hold up a yellow pencil, put it down.
5. Open the window, close the window, open the window, close the window.
6. Hold up a reading book, put it down, hold up a math book, put it down.
7. Walk to the door, open the door, go out in the hall, come back in, close the door.
8. Close the blinds, open the blinds, raise the blinds.
9. Walk to the pencil sharpener, sharpen a pencil, go back to your desk, put the pencil in the drawer.
10. Carry out the following sequence if there is time:
    --Choose a child and tell him to do a specific number of activities
    --Have that child choose another child to report to the class

LESSON 5 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to say the correct sequence necessary in performing specific functions common to all of them with 95% accuracy.

MATERIALS

Lists of experiences which would be common to most children

ACTIVITY

Name an activity. The children are to list the steps necessary to carry out that activity.

Think of all the things you would have to do if you were - - - - - - - - - - - - - -.

Suggested activities to discuss:

1. brushing your teeth
2. taking a bath
3. sharpening a pencil

4. getting dressed in the morning
5. getting up in the morning
6. coming to school
7. cleaning the erasers
8. eating breakfast
9. fixing a peanut butter sandwich
10. going to bed at night
11. eating lunch at school
12. getting ready to do a worksheet
13. dusting the furniture
14. brushing your hair
15. cleaning your fingernails
16. washing your hair
17. taking out the garbage
18. taking care of the cat

Lesson 6

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to duplicate patterns of hand clappings with 95% accuracy.

MATERIALS

List of sample patterns

ACTIVITY

Clap your hands. The children duplicate what they heard.

> *Listen to me clap my hands. Then I will call on one of you to clap in the same way.*

Do some patterns in front of the children so they will also have a visual cue. Do others when the children have their eyes closed so they will have to rely on listening well. (The dash indicates a pause).

1. clap, clap, clap---clap, clap
2. clap, clap---clap---clap, clap
3. clap---clap, clap---clap, clap
4. clap---clap, clap---clap
5. clap, clap, clap---clap---clap
6. clap---clap---clap, clap

Repeat the patterns in reverse order.

lesson 7 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to verbalize patterns of hand clappings with 90% accuracy.

MATERIALS

List of sample patterns

ACTIVITY

Clap your hands. Call on a child to say the word *clap* in the same pattern.

> *Listen to me clap my hands. Then we will see who can make the same pattern with their voices.*

Allow the children to see you clap sometimes so they will have an additional visual cue. (The dash indicates a pause).

1. clap, clap, clap, clap---clap, clap, clap
2. clap---clap---clap, clap
3. clap, clap---clap---clap, clap
4. clap, clap, clap, clap---clap, clap
5. clap---clap---clap, clap
6. clap, clap---clap, clap, clap---clap

Repeat these patterns in reverse order.

lesson 8 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to carry out patterns of hand clapping on verbal command with 90% accuracy.

MATERIALS

List of sample patterns

ACTIVITY

Say the word *clap* in the pattern in which the children are to clap their hands.

> *Listen to the way I say* clap. *Then you are to make the same pattern by really clapping your hands.*

(The dash indicates a pause)

1. Say: clap, clap, clap---clap---clap---clap
2. Say: clap, clap, clap---clap---clap
3. Say: clap, clap---clap, clap
4. Say: clap---clap---clap---clap
5. Say: clap, clap clap---clap
6. Say: clap---clap, clap---clap
7. Say: clap, clap, clap---clap, clap, clap
8. Say: clap, clap---clap, clap---clap, clap

Repeat these patterns in reverse order.

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Lesson 9

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to duplicate hand clapping patterns of loud and soft with 90% accuracy.

MATERIALS

List of sample patterns

ACTIVITY

Clap your hands in patterns of hard and soft. The children are to duplicate what they heard.

> *Listen to the way I clap my hands. Then, I will call on one of you to clap the same way.*

(The dash indicates a pause)

1. clap: hard, hard, hard, soft
2. soft, soft, hard
3. soft, hard, soft---soft, hard
4. soft, soft---soft, hard
5. hard---soft, soft---hard
6. hard, hard, soft, hard
7. soft---hard---hard, soft
8. hard, hard, hard---hard, hard
9. soft---soft---hard, hard
10. hard, hard, soft, soft---soft
11. soft, soft, hard---hard, soft

Repeat these sequences in reverse or similar ones until everyone has had a turn.

Lesson 10

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to verbalize the patterns of hard and soft they heard in hand clapping patterns with 90% accuracy.

MATERIALS

List of sample patterns

ACTIVITY

Make a clapping pattern of hard and soft. The children are to describe the patterns verbally, by saying *hard* or *soft*. in the correct sequence.

> *Listen to the way I clap my hands. Then we will see who can make the same pattern with their voice by saying the words,* hard *or* soft.

Sample clapping patterns: (The dash indicates a pause).

1. hard, hard, soft
2. hard---soft---soft---soft
3. hard, hard---soft, soft
4. soft, soft---hard, soft

5. hard---soft---soft, soft
6. soft, soft--soft, soft, soft
7. hard---hard---hard---hard, hard
8. soft---soft---soft, hard
9. hard, soft, hard, soft---soft
10. soft, soft, soft, soft---soft, soft

Repeat these sequences or similar ones until everyone has had a turn.

Lesson 11

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat simple hand clapping patterns by clapping the same number of times the teacher did with 95% accuracy.

ACTIVITY

Clap your hands a specific number of times. The children are to clap the same number of times.

Listen to the number of times I clap my hands. Then, clap your hands the same number of times.

1. Clap hands 4 times.
2. Clap hands 3 times.
3. Clap hands 2 times.
4. Clap hands 1 time.
5. Clap hands 6 times.
6. Clap hands 3 times.
7. Clap hands 5 times.
8. Clap hands 7 times.
9. Clap hands 9 times.
10. Clap hands 4 times.

Continue until everyone has had a turn.

Lesson 12

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to verbalize how many times they heard hand clappings with 90% accuracy.

ACTIVITY

Clap your hands. The children are to say how many times they heard you clap.

Listen to me clap my hands. Then tell me how many times I clapped.

1. Clap hands **3** times.
2. Clap hands 6 times.
3. Clap hands 4 times.

4. Clap hands 5 times.
5. Clap hands 2 times.
6. Clap hands 1 time.
7. Clap hands 7 times.
8. Clap hands 9 times.
9. Clap hands 3 times.
10. Clap hands 6 times.

Continue until everyone has had a turn.

Lesson 13 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to carry out verbal directions by clapping their hands a specified number of times with 95% accuracy.

ACTIVITY

Tell the children how many times to clap their hands.

Listen to the number I say and then clap your hands that many times.

1. Clap your hands 4 times.
2. Clap your hands 6 times.
3. Clap your hands 2 times.
4. Clap your hands 7 times.
5. Clap your hands 10 times.
6. Clap your hands 12 times.
7. Clap your hands 3 times.
8. Clap your hands 5 times.
9. Clap your hands 11 times.
10. Clap your hands 2 times.

Continue in this way until everyone has had a turn.

Lesson 14 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to duplicate human noise patterns with 95% accuracy.

MATERIALS

List of sequences

ACTIVITY

Make a sequence of human type noises. The children are to duplicate the same sounds in the same sequence.

Listen to what I do. Then, make the same sounds in the same order.

1. cough twice, sniffle once, sigh once
2. sniffle twice, sigh twice
3. blow nose once, tap fingers on desk three times

4. stamp foot two times, sigh once, cough once
5. cough twice, clear throat once, blow nose once
6. cough once, blow nose once, sniffle three times
7. clear throat three times, sniffle twice
8. stamp foot three times, sniffle three times
9. tap fingers on desk twice, cough once, clear throat twice
10. stamp foot four times, blow nose once, sigh twice, cough twice

Continue sequences such as these until everyone has had a chance to duplicate what he has heard.

lesson 15 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will verbalize a pattern of human noises they have heard with 95% accuracy.

MATERIALS

List of sequences

ACTIVITY

Make a sequence of human-type noises. The children are to tell what they heard.

Listen to what I do. Then tell me what I did with your voices.

1. tap fingers on desk twice, shuffle feet across the floor
2. cough twice, blow your nose once, sigh once
3. sniffle twice, clear your throat twice, sigh twice
4. clear your throat once, clap your hands twice, clear your throat twice
5. cough three times, tap your fingers on the desk once
6. tap the heel of your shoe on the floor twice, clear your throat twice
7. yawn loudly twice, clear your throat three times
8. blow your nose twice, tap your fingers on the desk twice
9. sniffle three times, cough once, sniffle two times.
10. stamp foot two times, cough three times, sniffle once.

Continue sequences such as these until everyone has had a chance to listen and tell the sequence of sounds he has heard.

lesson 16 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to carry out sequences of human noises on verbal command with 95% accuracy.

MATERIALS

List of sequences

ACTIVITY

Say the sequence of noises the child is to make. Then the child makes the noises.

Listen to these directions and then make the kinds of noises I say.

1. cough twice, sniffle once
2. sniffle twice, cough once, sniffle once
3. blow your nose once, clear your throat once, cough once
4. stamp your foot once, sniffle once, stamp your foot four times
5. stamp your foot once, tap your finger on your desk three times
6. tap your fingers on your desk four times, cough four times
7. blow loudly three times, snore five times
8. sigh three times, yawn loudly five times
9. yawn loudly twice, tap your foot six times
10. sigh once, cough three times, snore four times

Continue sequences such as these until everyone has had a chance to follow verbal directions.

Lesson 17 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to duplicate sequences of animal noises with 95% accuracy.

MATERIALS

List of sequences.

ACTIVITY

Make a series of animal noises as people would make them. The children are to duplicate the noises in correct sequence.

Listen to the sounds I make. Then you make the same sounds in the same order.

1. moo, quack, quack
2. moo, moo, quack
3. hee-haw, arf, arf
4. baa, moo, arf, arf
5. baa, moo, baa, baa
6. moo, quack, hee-haw, meow
7. meow, moo, meow, meow
8. moo, moo, meow, quack, quack
9. arf, moo, arf, arf, quack
10. quack, quack, meow, hee-haw
11. hee-haw, hee-haw, moo, quack

Continue sequences such as these until everyone has had a chance to imitate the animal noises.

Lesson 18

READINESS

INSTRUCTIONAL OBJECTIVE

The children should be able to name the animals in proper sequence after hearing a series of animal noises with 95% accuracy.

MATERIALS

List of sequences

ACTIVITY

Make a series of animal noises. The children are to name the animals in the same sequence.

> *Listen to the animal noises I make. Then tell me the names of the animals in the right order that would have made those sounds.*

1. moo, quack, hee-haw---child would say cow, duck, donkey
2. baa, arf, meow
3. hee-haw, moo, arf
4. baa, arf, baa
5. baa, arf, hee-haw
6. meow, quack, moo, quack
7. meow, quack, moo, quack
8. baa, meow, hee-haw, quack
9. moo, arf, quack, hee-haw
10. hee-haw, moo, arf, quack, moo
11. quack, moo, meow, arf, meow
12. meow, moo, arf, hee-haw, baa

Continue sequences such as these until everyone has had a chance to name the animals that he heard in correct sequence.

Lesson 19

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to carry out sequences of animal noises on verbal command with 95% accuracy.

MATERIALS

List of sequences

ACTIVITY

Say a series of animals. The children are to make the noises for those animals in the same order.

> *Listen to this list of animals. Then make the noises for each animal in the order you heard me say them.*

1. cow, dog, donkey---child would say moo, arf, hee-haw
2. sheep, dog, duck
3. cat, cow, dog
4. dog, cat, cow, donkey
5. sheep, dog, duck, donkey

6. sheep, dog, sheep, dog, sheep
7. cat, donkey, cow, cat
8. dog, cow, cat, duck, donkey
9. donkey, cow, duck, donkey
10. cat, dog, cat, donkey, cat
11. dog, cat, dog, duck, cow
12. donkey, sheep, cat, duck, chicken

Continue sequences such as these until everyone has had a chance to listen to a series and then make the appropriate animal noises.

Lesson 20

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to associate sequences of musical instrument sounds with pictures of those instruments with 95% accuracy.

MATERIALS

Pictures of instruments: accordion, drum, trumpet, piano, harp, harmonica
Teacher-made tape of these instruments in short sequences

ACTIVITY

Listen to a taped sequence. The children are to arrange the pictures in that same order.

> *Listen to a part of this tape. When I stop the tape, arrange your instrument pictures in the same order you heard them.*

For each sequence, follow these steps:
--play the tape
--allow time for the children to arrange the pictures
--verbally describe the correct sequence

1. accordion, drum
2. trumpet, piano, drum
3. harmonica, drum, accordion
4. drum, piano, trumpet
5. accordion, drum, trumpet, piano
6. piano, drum, harp, harmonica
7. piano, harp, accordion, trumpet
8. trumpet, harmonica, harp, accordion
9. harp, harmonica, accordion, drum, trumpet
10. piano, trumpet, harp, accordion
11. drum, harmonica, piano, harp
12. piano, harp, accordion, harmonica

Lesson 21 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to associate sequences of household machine noises with pictures of the equipment making those noises with 95% accuracy.

MATERIALS

Pictures of household equipment: vacuum, mixer, pencil sharpener, telephone, whistling tea kettle, washing machine
Taped sequences of these noises
Tape recorder

ACTIVITY

Children listen to a taped sequence of noises and then arrange pictures in that order.

Listen to a part of this tape. When I stop the recorder, you should arrange the pictures of the equipment in the order in which you heard it.

For each sequence, follow these steps:
--play the tape
--allow the children time to arrange the pictures
--verbally describe the correct sequence

1. vacuum, mixer
2. pencil sharpener, telephone, mixer
3. washing machine, mixer, vacuum
4. mixer, telephone, pencil sharpener
5. vacuum, mixer, pencil sharpener, telephone
6. telephone, mixer, pencil sharpener, telephone
7. telephone, mixer, tea kettle, washing machine
8. pencil sharpener, washing machine, vacuum, mixer, pencil sharpener
9. tea kettle, washing machine, vacuum, mixer, pencil sharpener
10. telephone, pencil sharpener, tea kettle, vacuum
11. mixer, washing machine, telephone, tea kettle
12. telephone, tea kettle, vacuum, washing machine

Lesson 22 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to associate sequences of animal noises with pictures of animals with 95% accuracy.

MATERIALS

Animal pictures: frog, crow, elephant, lion, mouse, monkey
Taped sequences of animal noises
Tape recorder

ACTIVITY

Children listen to taped sequences of animal noises and then arrange the pictures in that order.

Listen to a part of this tape. When I stop the recorder, arrange your animal pictures in the order in which you heard them.

For each sequence, follow these steps:
--play the tape
--allow the children time to arrange their pictures
--verbally describe the correct sequence

1. frog, crow
2. elephant, lion, crow
3. monkey, crow, frog
4. crow, lion, elephant
5. frog, crow, elephant, lion
6. lion, crow, mouse, monkey
7. lion, mouse, frog, elephant
8. elephant, monkey, mouse, frog
9. mouse, monkey, frog, crow, elephant
10. lion, elephant, mouse, frog
11. crow, monkey, lion, mouse
12. lion, mouse, frog, monkey

Lesson 23

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat directions for structuring their work on paper with 100% accuracy.

MATERIALS

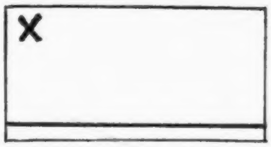
Language Master
Language Master cards printed with structuring clues and recorded with specific ideas to use in working on paper

ACTIVITY

Children listen and record until they are able to repeat word by word what has been heard.

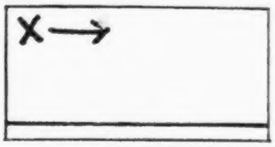
> *Listen to and record what you hear on each Language Master card five times. Then bring the cards to me and I will check you to see how well you remember.*

1. The child sees:



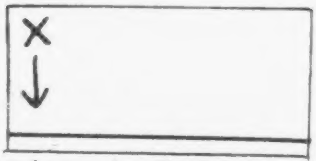
The child hears and records: *Begin working in the upper left hand corner.*

2. The child sees:



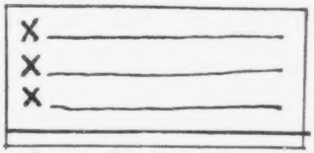
The child hears and records: *Work from left to right across the paper.*

3. The child sees:



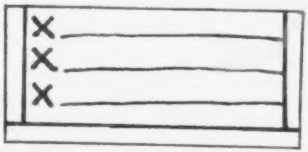
The child hears and records: *Work from the top to the bottom of the paper.*

4. The child sees:



The child hears and records: *When you finish one line, go directly to the beginning of the next line.*

5. The child sees:



The child hears and records: *Do not write in the margins of your paper.*

Lesson 24

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to carry out directions for drawing or coloring a picture with 95% accuracy.

MATERIALS

List of directions for drawing a picture
Plain paper
Crayons
Pencils

ACTIVITY

Read directions for the drawing. Ask for repetition of the directions at times. The children respond by telling the directions and then carrying them out.

Listen to some directions for drawing a picture.

1. Listen to these directions. I will read them once.
   --get a piece of drawing paper
   --take out your crayons and a pencil
2. Listen to these directions. I will read them twice.
   --take out these colors---green, yellow, brown
   --put your other crayons on the floor
3. Listen to these directions.I will read them twice.
   --draw a sun at the top of your paper with your yellow crayon
   --draw the ground at the bottom of your paper with your brown crayon
4. Listen to these directions. I will read them once.
   --use your pencil to draw a tree in one corner of your picture
   --color the leaves of the tree green and the trunk brown.
5. Listen to these directions. I will read them once.
   --draw a cat on the ground under the tree with your pencil
   --color the cat yellow
   --draw a flower beside the cat with your pencil

6. Listen to these directions. I will read them twice.
   -- draw four more flowers with your pencil
   --take out these crayons: red, pink, blue
   --color the flowers like this--- 1 red, 2 yellow, 1 pink, 1 blue
7. Listen to these directions. I will read them once.
   --turn your paper over
   --write your first name in blue and your last name in red
   --hand in your papers

Lesson 25

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to make a color line in a specific sequence on verbal command with 95% accuracy.

MATERIALS

Plastic color chips from Peabody Language Kits
List of color sequences

ACTIVITY

Line the color chips up in the sequence read by the teacher.

> *Make sure each of you has these colors: red, blue, green, black, orange, brown and violet. Listen to the sequence I read and then line your chips up in that order.*

Provide a quick verbal check for each sequence by saying, *Do you have-----?*

1. red, blue, green
2. orange, black, brown
3. violet, green, orange
4. red, green, black
5. brown, orange, blue
6. violet, brown, black, orange
7. red, green, blue, violet
8. green, orange, violet, brown
9. red, green, brown, orange
10. blue, green, red, violet, black
11. orange, violet, black, blue, red
12. blue, orange, red, green, violet
13. violet, brown, black, orange, green, blue
14. red, violet, brown, blue, orange, black

Lesson 26

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to perform a sequence of directions by playing Simon Says with 95% accuracy.

MATERIALS

List of directions

ACTIVITY

The children are to follow verbal directions only if they hear the words *Simon Says* at the beginning of the directions.

I am going to read some directions to you. Follow the directions only if you hear me say Simon Says at the beginning of a sequence.

1. Sit down on the floor.---The children should not do this.
2. Simon says, sit down on the floor.---The children do this.
3. Get up and stretch your arms.
4. Simon says, get up and stretch your arms.
5. Simon says, scratch your head, then rub your nose.
6. Simon says, pretend you are skating on the ice and you fell down.
7. Get up and go to the door.
8. Simon says, walk to the pencil sharpener and touch it with your left hand.
9. Simon says, come back and sit down on the floor.
10. Mary, go sit in your desk.
11. John, go to your desk and open it.
12. Simon says, Cindy, go to your desk and crawl under it.
13. Everyone, go to lunch.
14. Simon says, everyone, go to lunch.

Lesson 27

READINESS

INSTRUCTIONAL OBJECTIVE

Upon hearing a sequence of pictures, a child is to hand a stack back in that order with 95% accuracy.

MATERIALS

Pictures, from the teacher's file or Peabody Language Kits

ACTIVITY

Hand the child a stack of pictures. Tell him the order in which he is to hand them back to you.

Here are some pictures. Please hand them back to me in the order I say.

The subject matter of the pictures is not important. The following are used as an example: boy, cow, dog, horse, mouse, house, barn, mouse hole, dog house.

1. boy, cow, dog
2. dog house, dog, boy, house
3. mouse hole, dog, mouse, house
4. horse, barn, cow, dog
5. mouse, dog house, mouse hole, boy
6. boy, dog, horse, cow, mouse
7. mouse hole, barn, horse, cow, dog
8. dog house, horse, mouse, barn, boy
9. mouse hole, dog house, mouse, barn, cow, horse

10. mouse hole, dog, house, barn, house
11. boy, house, cow, barn, mouse, mouse hole

Continue in this way until everyone has had a chance to hand the pictures back to you in the correct sequential order they have heard.

LESSON 28 *READINESS*

INSTRUCTIONAL OBJECTIVE

A blindfolded child will find another child by following verbal directions as to how to move around the room with 100% accuracy.

MATERIALS

Blindfold

ACTIVITY

Blindfolded child must move as he is instructed until he finds a particular person in the room.

> *I am going to blindfold John. Then the rest of you are to move around the room and sit down. Then I am going to tell John how to find one of you.*

Give specific directions to the blindfolded child until the other child is located. The directions will be different each time and in each classroom because the furniture arrangement is different and the children's positions will be different with each game.

The following directions are given only as an example:

1. Blindfold John.
2. Instruct the others to move around the room and sit down. They are to make no noise to give away their location.
3. Begin verbal directions:
   --you are to find Mary
   --turn to the right and take 3 steps
   --you are behind a desk and must go around it
   --turn left and take 2 steps
   --you are almost clear of the desk
   --take 1 more step straight ahead
   --turn to the right and take 4 steps straight ahead

Continue giving verbal directions until the correct child is located.

LESSON 29 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to demonstrate their knowledge of the sequence of the days of the week with 100% accuracy.

MATERIALS

List of questions

ACTIVITY

Practice answering questions about the sequential order of the days of the week.

> *We are going to play question and answer about the days of the week. Raise your hand if you know the answer.*

1. How many days are there in a week?
2. How many of these are school days?

3. How many days are there in a normal weekend?
4. Who can say all the days of the week beginning with Sunday?
5. Who can say all the days of the week beginning with Tuesday?
6. Who can say all the days of the week beginning with Friday?
7. Who can say all the days of the week beginning with Monday?
8. Who can say all the days of the week beginning with Wednesday?
9. Who can say all the days of the week beginning with Saturday?
10. Who can say all the days of the week beginning with Tuesday?
11. What day comes after Monday? What day comes before Monday?
12. What day is today? What day was yesterday? What will tomorrow be?
13. What day comes between Tuesday and Thursday?
14. What day comes between Wednesday and Friday?
15. What was the day before yesterday? What will the day after tomorrow be?

Lesson 30

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to demonstrate their knowledge of the sequence of the months of the year with 90% accuracy.

MATERIALS

List of questions

ACTIVITY

Practice answering questions about the sequential order of the months.

We are going to play question and answer about the months of the year. Raise your hand if you know the answer.

1. How many months are there in a year?
2. What happens when all the months are over?
3. Who can say all the months of the year? Start with:
   - --January
   - --March
   - --September
   - --August
   - --July
   - --December
   - --June
   - --February
   - --November
   - --May
   - --October
   - --April
4. What comes after:
   - --June?
   - --February?
   - --July?
   - --May?
   - --October?
   - --April?
   - --November?
   - --August?
   - --December?
   - --September?
   - --March?
   - --January?
5. What month comes before each of the ones above?
6. What month comes between:
   - --June and August?
   - --April and June?
   - --January and March?
   - --March and May?
   - --October and December?
   - --May and July?
   - --August and October?
   - --September and November?
   - --November and January?
   - --July and September?
   - --February and April?
   - --December and February?

7. What is the first month of the year? What is the sixth month of the year?

Lesson 31

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to demonstrate their knowledge of the sequence of the seasons with 95% accuracy.

MATERIALS

List of questions

ACTIVITY

Practice answering questions about the sequential order of the seasons.

We are going to play question and answer about the seasons of the year. If you know the answer, raise your hand.

1. How many seasons are there in a year?
2. Who can say all the seasons?
   --begin with winter
   --begin with spring
   --begin with fall or autumn
   --begin with summer
3. What season comes after:
   --summer?
   --spring?
   --fall?
   --winter?
4. What season comes before:
   --winter?
   --spring?
   --fall?
   --summer?
5. What season comes between?
   --spring and fall?
   --fall and spring?
   --summer and winter?
   --winter and summer?

Lesson 32

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat television commercial lines with 90% accuracy.

MATERIALS

Tape recorder
Television set

ACTIVITY

Record television commercials. Play a portion for the class and then ask a volunteer to repeat what he heard.

I am going to play part of a television commercial. Listen carefully and try to remember what you heard.

Suggested lines:

1. relief is just a swallow away

2. fly the friendly skies of United
3. I can't believe I ate that whole thing
4. the only instant dinner for dawgs
5. all you add is love
6. try it---you'll like it
7. the coffee that's mountain grown
8. leaves your hair silky and shiny

Lesson 33

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat jokes and riddles with 95% accuracy.

MATERIALS

Books or magazines containing jokes or riddles

ACTIVITY

Read a joke. Ask for a volunteer to repeat it.

I am going to read a joke to you. Then we will see who can repeat that joke to someone else.

1. What is the best way to keep fish from smelling?
   --cut off their noses.
2. What falls often but never gets hurt?
   --rain.
3. Why does a hen lay eggs?
   --because if she dropped them, they would break.
4. Knock, knock
   Who's there?
   Tarzan
   Tarzan who?
   Tarzan stripes forever.

Lesson 34

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat tongue twisters with 90% accuracy.

MATERIALS

Books containing tongue twisters

ACTIVITY

Read the tongue twister. The children are to repeat it.

Listen to this tongue twister. Then we will see who can repeat it.

1. Anthony Annapolis and Andrew Alexander aren't exactly angels.
2. Bouncy bumpy baby beaver buggies
3. Theopolis Thistle, the thistle sifter, while sifting thousands of unsifted thistles thrust thrice three thousand thistles into the thick of his thumb.
4. Sally sat by the seaside shucking seashells at the seashore.

Lesson 35

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat nursery rhymes they have heard with 95% accuracy.

MATERIALS

Book of nursery rhymes
Tape recorder

ACTIVITY

Record a nursery rhyme, play it twice and see who can repeat it.

Listen to this nursery rhyme. Then we will see who can say it.

1. *One, Two, Buckle My Shoe*

One, two, buckle my shoe
Three, four, shut the door,
Five, six, pick up sticks,
Seven, eight, lay them straight,
Nine, ten, a big fat hen.

2. *Little Jack Horner*

Little Jack Horner
Sat in a corner
Eating his Christmas pie.
He stuck in his thumb
And pulled out a plum
And said, "What a good boy am I."

3. *One for the Money*

One for the money,
Two for the show,
Three to get ready,
And four to go.

Lesson 36

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat and act out finger plays with 95% accuracy.

MATERIALS

Books containing finger plays

ACTIVITY

Read and demonstrate a finger play. Have the children repeat it.

Watch and listen while I do a finger play twice. Then we will do it together.

1. Here is the Church

Here is the church,
(Put backs of hands together, palms down)
Here is the steeple.
(Clasp fingers; extend index fingers to make a point)
Open the door,
(Turn hands around, fingers still clasped)
And see all the people.
(Wiggle fingers)

2. There Was a Little Turtle

There was a little turtle,
(Make small circle with hands)
He lived in a box.
(Make box with both hands)
He swam in a puddle.
(Wiggle hands)
He climbed on the rocks.
(Climb fingers of one hand up over other)
He snapped at a mosquito,
(Clap hands)
He snapped at a flea,
(Clap hands)
He snapped at a minnow,
(Clap hands)
He snapped at me.
(Point to self)

He caught the mosquito,
(Hold hands up, palm facing forward; quickly bend fingers shut)
He caught the flea,
(Hold hands up, palm facing forward; quickly bend fingers shut)
He caught the minnow,
(Hold hands up, palm facing forward; quickly bend fingers shut)
But he didn't catch me.
(Bend fingers only half way shut)

Lesson 37

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat lines of poems with 95% accuracy.

MATERIALS

Books of children's poems

ACTIVITY

Read a poem. The children are to repeat what they heard.

Listen to this poem. Then we will see who can repeat it.

If You Ever

If you ever ever ever ever ever
If you ever ever ever meet a whale
You must never never never never never
You must never never never touch its tail:
For if you ever ever ever ever ever
If you ever ever ever touch its tail,
You will never, never, never, never, never,
You will never never meet another whale.

Lesson 38

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat smoothly sentences they have heard in phrases with 95% accuracy.

MATERIALS

List of sentences divided into phrases

ACTIVITY

Read a sentence with pauses between words. The child is to repeat the words as a complete sentence.

I am going to read some sentences that will sound very slow and choppy. Then we will see who can put the parts together to make a smooth sentence.

(The dash indicates a pause)

1. The dog---ran---down---the street quickly.
2. My---mother---burned her---hand on---the iron.
3. Eastern---Iowa---had---five---inches---of---snow.
4. An---elephant would---be an---unusual---pet.
5. Please---sharpen this---pencil for---Mary.
6. My father---likes sugar---in---his lemonade.
7. The---barn---looked---old---and---battered.
8. Trees---are a---kind---of plant.
9. Cats,---dogs,---horses and cows---are---all animals.
10. Did you---ever---have---an erector set?
11. The---dog---spilled---food---all over---the rug.
12. Airplanes are---a---fast---way to travel.
13. His father---has---a blue---Plymouth.
14. Winter---is---his---favorite---season.
15. Evergreens---stay---green---all year.

Lesson 39

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat sequences of words with 95% accuracy.

MATERIALS

List of Words

ACTIVITY

Read word sequences. The children are to repeat the words.

Listen to each word series. Then we will see who can repeat what they heard.

1. cat, house, horse
2. machine, tool, pencil
3. hair, table, knife
4. come, this, water, way

5. weather, thunder, clouds, come
6. astronaut, space, moon, rocket
7. trees, men, house, this
8. ruler, chalk, book, why, way
9. light, dark, morning, noon, night
10. how, why, which, when, shape
11. sugar, slat, pepper, pencil, this
12. silver, white, green, people, camera, roof
13. letter, stamp, chair, sofa, milk, bread
14. yes, then, walk, wink, broom, door
15. cat, camel, rug, stove, bed, board

Lesson 40

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to play Telephone with 90% accuracy.

ACTIVITY

Whisper a message around the circle, then compare it to the original.

> *We are going to play telephone. I will whisper something to Mary. Then she will whisper it to the person next to her. Keep doing this around the circle until everyone has had a turn. Then we will have the last person say out loud what he heard and we will see if it has changed any from the original message.*

Lesson 41

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to play Restaurant with 95% accuracy.

ACTIVITY

The children play the roles of customer, waiter and cook.

> *We are going to divide into groups of three. One of you will pretend to be a cook, another will pretend to be a waiter, and the other will pretend to be a customer.*

Divide into groups of three. Assign parts for each person. Each group moves to a different part of the room.

1. The customer gives the waiter his order.
2. The waiter goes to the cook and relays the order.
3. The cook pretends to fix the food and repeat the order to the waiter to see if the order is correct.
4. The waiter takes the food to the customer and repeats the choices to the customer.
5. The customer agrees with the waiter or disagrees depending on whether or not the correct order was repeated.

lesson 42

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to play Second-Hand Show and Tell with 90% accuracy.

MATERIALS

Items the children have brought from home

ACTIVITY

Children show their item to another child and tell him about it. Then the second child presents it to the group.

Now we are going to divide into pairs. Go with your partner to different parts of the room, show him what you have brought him and tell him about it. Then your partner will present it to the whole class.

Follow the procedure above.

lesson 43

READINESS

INSTRUCTIONAL OBJECTIVE

The children will listen to a series of their names and then line up in that order with 95% accuracy.

ACTIVITY

Call the childrens' names. They line up in that order.

I'm going to call several of your names. Please line up in the order I call you.

1. Mary, David, Sally, John, line up please.
2. Now these people line up---June, Jeff, Samantha.

Continue until all the children have been called and have taken their place in the line. This activity can be repeated whenever the class is leaving the room as a unit--to lunch, to music class or to go home at the end of the day.

lesson 44

READINESS

INSTRUCTIONAL OBJECTIVE

The children will be able to play repeating memory games with 100% accuracy.

MATERIALS

List of sample themes to be used at different times

ACTIVITY

The children develop a list by repeating what has been said previously and adding another item.

We are going to see how long a list of words we can remember. Repeat what you heard the person before you say and then add another item of your own. We will keep playing until someone forgets or is not able to think of a new item.

Themes could include:

1. I am going to California and I'm going to take a toothbrush.
2. I went to the zoo and I saw---
3. I went to the discount store and I saw---
4. I went to the grocery store and bought---

5. My favorite things are---
6. I went outside and I saw---
7. Before I would go to the moon, I would---
8. If I could eat lots of food, I would eat---
9. If I could have millions of wishes, I would wish for---
10. If I could have all the pets in the world, I would have---
11. For Christmas, I could give my father---
12. During summer vacation, people can---

Lesson 45 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to count by 1's from memory with 100% accuracy.

MATERIALS

Number strip from 1 to 10--- 1 2 3 4 5 6 7 8 9 10
Taped counting sequence from 1 to 10
Tape recorder

ACTIVITY

Children listen to taped counting sequence while watching the number strip until they can count from memory.

> *Listen to this counting tape and follow the number strip with your fingers as you count. Then we will see if you can count without any help after you have practiced.*

Have a child listen to the counting sequence four times. Then check him to see if he can repeat the numbers smoothly in correct sequence.

Other possible sequences could be:
--1 to 20
--1 to 30
--1 to 40
--1 to 50
--1 to 60
--1 to 70
--1 to 80
--1 to 100

Lesson 46 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to say what comes before a specific number, after a specific number or between specific numbers with 95% accuracy.

MATERIALS

List of questions

ACTIVITY

Play questions and answer with number relationships.

> *I am going to ask you some questions about numbers. If you know the answer, raise your hand.*

1. What comes before 7?
2. What comes before 555?
3. What comes after 15?
4. What comes after 29?

5. What comes between 7 and 9?
6. What comes between 150 and 152?
7. What comes before 30?
8. What comes after 59?
9. What comes between 1000 and 1002?
10. What comes before 70?
11. What comes before 120?
12. What comes between 79 and 81?

Continue asking questions such as these until the children demonstrate that they understand the relationships of numbers. This activity should probably be repeated many times with different numbers.

Lesson 47

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat sequences of numbers that are in correct order that they have heard with 100% accuracy.

MATERIALS

List of numbers

ACTIVITY

Say a series of numbers that is in correct sequential order. The children are to repeat it.

Listen to me count. Then we will see who can say what I said.

1. 2, 3, 4, 5
2. 7, 8, 9, 10, 11
3. 15, 16, 17, 18, 19, 20
4. 20, 25, 30, 35, 40, 45
5. 10, 20, 30, 40, 50
6. 100, 101, 102, 103, 104, 105, 106
7. 100, 200, 300, 400, 500, 600, 700
8. 1000, 2000, 3000, 4000
9. 110, 120, 130, 140, 150
10. 5, 10, 15, 20, 25, 30, 35
11. 17, 18, 19, 20, 21, 22, 23, 24
12. 1000, 1001, 1002, 1003, 1004, 1005
13. 200, 205, 210, 215, 220
14. 4, 8, 12, 16, 20, 24, 28, 32
15. 6, 12, 18, 24, 30, 36

Continue sequences such as these until everyone has had a chance to repeat a counting order sequence.

Lesson 48

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will listen to part of a sequential counting pattern and then continue with 100% accuracy for 1's, 2's, 5's and 10's.

MATERIALS

List of sequential patterns

ACTIVITY

Say part of a sequential pattern. The child continues the pattern.

Listen to the way I count. Then keep counting in the same pattern.

1. 1, 2, 3, 4---the child continues with 5, 6, 7
2. 5, 10, 15---
3. 7, 8, 9, 10---
4. 25, 26, 27, 28, 29, 30---
5. 100, 101, 102, 103---
6. 2, 4, 6, 8, 10, 12---
7. 24, 26, 28---
8. 5, 10, 15, 20, 25, 30---
9. 20, 30, 40---
10. 100, 110, 120---
11. 100, 105, 110, 115, 120---
12. 200, 201, 202, 203, 204---
13. 1000, 1001, 1002, 1003---
14. 1010, 1020, 1030---
15. 752, 754, 756---

Continue with partial counting sequences such as these until everyone has had a chance to continue counting.

Lesson 49

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to count aloud by a specific multiple beginning with a specific number and ending with a specific number with 95% accuracy.

MATERIALS

List of directions

ACTIVITY

Tell the children the multiple to use when counting aloud, the number to begin with and the number to end with.

Listen to my directions for counting. Then we will see who can follow all those directions.

1. Count by 1's from 19 to 27.
2. Count by 1's from 56 to 70.
3. Count by 1's from 100 to 110.

4. Count by 2's from 2 to 20.
5. Count by 2's from 200 to 216.
6. Count by 3's from 9 to 27.
7. Count by 4's from 4 to 24.
8. Count by 5's from 35 to 75.
9. Count by 10's from 70 to 130.
10. Count by 100's from 100 to 700.
11. Count by 100's from 500 to 1000.
12. Count by 6's from 6 to 30.
13. Count by 2's from 24 to 48.
14. Count by 8's from 8 to 64.

Lesson 50 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will listen to part of a counting pattern, repeat what he heard and add the next number with 100% accuracy.

ACTIVITY

Repeat part of the counting pattern. The next person says that plus the next number and so on until someone misses.

We are going to play a memory-counting game. Repeat what the person ahead of you said, plus the next number.

1. Say, 5 10, 15
   --the next child says: 5, 10, 15, 20
   --the next child says: 5, 10, 15, 20, 25
   Continue in this way until someone says the wrong number or is unable to remember the next number.
2. Say: 3, 6, 9
3. Say: 1, 2, 3, 4

Lesson 51 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to listen to a series of numbers and say by which multiple they are being counted with 95% accuracy.

MATERIALS

List of numbers

ACTIVITY

Count by a multiple. Children are to name the multiple.

I am going to say some numbers. Tell me by what number I am counting.

1. 5, 10, 15---children would say by 5's
2. 4, 8, 12, 16
3. 24, 28, 32, 36
4. 50, 60, 70, 80, 90

5. 8, 10, 12, 14
6. 7, 8, 9, 10
7. 7, 9, 11, 13
8. 9, 12, 15, 18
9. 120, 130, 140, 150
10. 200, 300, 400, 500
11. 400, 500, 600, 700
12. 400, 450, 500, 550
13. 125, 150, 175, 200
14. 1001, 1002, 1003, 1004

Lesson 52 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to write sequences of numbers that are in the correct order with 95% accuracy.

MATERIALS

List of numbers
Paper
Pencils

ACTIVITY

Read a series of numbers. The children are to write that series.

> *Listen to this series of numbers. When I am finished, write down what you heard.*

1. 2, 3, 4, 5
2. 7, 8, 9, 10, 11
3. 15, 16, 17, 18, 19, 20
4. 20, 25, 30, 35, 40, 45
5. 10, 20, 30, 40, 50, 60
6. 100, 101, 102, 103, 104, 105, 106
7. 100, 200, 300, 400, 500, 600, 700
8. 1000, 2000, 3000, 4000, 5000, 6000
9. 110, 120, 130, 140, 150
10. 5, 10, 15, 20, 25, 30, 35
11. 17, 18, 19, 20, 21, 22, 23, 24
12. 1000, 1001, 1002, 1003, 1004, 1005
13. 200, 205, 210, 215, 220, 225
14. 4, 8, 12, 16, 20, 24, 28, 32
15. 6, 12, 18, 24, 30, 36

Lesson 53 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will write their numbers on paper in a specific sequential order with 95% accuracy.

MATERIALS

List of desired sequences
Paper
Pencils

ACTIVITY

The children are to write numbers in a specific sequence.

I am going to give you some directions you are to follow when you write numbers on your paper.

1. Write your numbers by 1's to 10.
2. Write the numbers by 1's from 50 to 70.
3. Write the numbers by 1's from 100 to 115
4. Write the numbers by 2's from 2 to 24.
5. Write the numbers by 2's from 70 to 86.
6. Write the numbers by 5's from 5 to 100.
7. Write the numbers by 10's from 10 to 100.
8. Write the numbers by 5's from 205 to 250.
9. Write the numbers by 5's from 45 to 105.
10. Write the numbers by 10's from 100 to 400.

Lesson 54 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to say which number is wrong that has been inserted in an otherwise correct sequence with 100% accuracy.

MATERIALS

List of number sequences in which incorrect numbers have been inserted

ACTIVITY

Read the series of numbers. Try not to give the wrong number away by the tone of your voice. The children are to say the wrong number.

Listen to these numbers. Then tell me the number that is in the wrong place.

1. 4, 8, 12, 16, 18
2. 2, 4, 5, 6, 8, 10
3. 3, 6, 9, 12, 15, 18, 20
4. 1, 2, 3, 5, 7, 9, 11
5. 10, 11, 13, 15, 17, 19
6. 20, 25, 30, 32, 35, 40
7. 100, 101, 102, 103, 104, 106
8. 15, 16, 17, 19

9. 10, 20, 30, 35, 40, 50
10. 100, 110, 120, 125, 130, 140
11. 10, 20, 30, 40, 70
12. 7, 8, 9, 11, 10
13. 3, 6, 9, 11, 12
14. 15, 20, 24, 25, 30
15. 70, 60, 80, 90, 100

Lesson 55 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat a series of random numbers with 95% accuracy.

MATERIALS

List of numbers in random order

ACTIVITY

Read the series of numbers. The children are to repeat the same sequence.

Listen to what I say. Then we will see who can repeat exactly what I said.

Read these sequences:

1. 1, 7, 3
2. 6, 9, 17, 1
3. 4, 2, 15, 12
4. 27, 56, 32
5. 15, 4, 9, 3, 2
6. 7, 6, 4, 5, 1
7. 3, 4, 7, 6, 2, 10
8. 9, 8, 16, 4
9. 11, 15, 19, 7, 7
10. 21, 29, 42, 13
11. 103, 2002, 15
12. 6, 8, 4, 7, 3, 2
13. 9, 4, 6, 10, 12
14. 3, 1, 7, 8, 0
15. 10, 17, 5, 6, 9, 2

Lesson 56 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to write in given sequence a series of random numbers with 90% accuracy.

MATERIALS

List of numbers
Paper
Pencils

ACTIVITY

Read a series of numbers. The children write the numbers in that order.

Listen to this list of numbers. After I am finished, write what you heard.

Read these sequences:

1. 3, 7, 6, 2
2. 5, 9, 4, 0
3. 16, 19, 2
4. 20, 7, 13, 1
5. 22, 16, 12, 9
6. 100, 17, 20
7. 3, 9, 10, 2, 4
8. 5, 3, 9, 6, 2, 1
9. 15, 21, 17, 33
10. 22, 12, 102
11. 7, 3, 2, 9, 6, 7
12. 1001, 57, 102
13. 51, 17, 3, 8, 2
14. 6, 9, 3, 2, 1, 7, 2
15. 85, 69, 23, 7, 5

Lesson 57 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

On hearing a verbal sequence of numbers twice, the children will be able to name a number which was not included on the first reading, but was added on the second with 90% accuracy.

MATERIALS

List of numbers

ACTIVITY

Read the original series, then the series to which a number has been added. The children are to name the extra number.

I am going to read a series of numbers to you. Then I am going to read the same numbers again, but will add a number that was not on the first list. You are to tell me the new number.

1. 7, 9, 2
   6, 7, 9, 2

2. 3, 6, 4
   3, 2, 6, 4

3. 5, 9, 7
   5, 8, 9, 7

4. 3, 4, 2, 1
   3, 1, 4, 2, 1

5. 4, 6, 2, 5
   7, 4, 6, 2, 5

6. 7, 4, 9, 6
   7, 4, 9, 3, 6

7. 8, 2, 6, 1
   8, 2, 6, 1, 7

8. 3, 4, 6, 9
   3, 1, 4, 6, 9

9. 6, 2, 4, 5
   6, 2, 4, 7, 5

10. 3, 2, 1, 6
    7, 3, 2, 1, 6

Lesson 58 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

On hearing a verbal sequence of numbers twice with a number left out the second time, the children will be able to say the omitted number with 90% accuracy.

MATERIALS

List of numbers

ACTIVITY

Read the original series. Then read it again, leaving out one of the numbers. The children are to say that number.

> *I am going to read a series of numbers to you twice. The second time I will leave out a number that you heard the first time. You are to tell me the number I left out.*

On the second reading, leave out the underlined number:

1. 6, 3, 2, 1
2. 5, 9, 6, 2
3. 15, 12, 1, 7, 6
4. 7, 3, 2, 5, 4
5. 14, 12, 11, 1, 7
6. 7, 3, 4, 2, 6
7. 14, 10, 0, 2, 7
8. 9, 4, 16, 3, 12
9. 8, 4, 2, 3, 6, 1
10. 17, 14, 13, 10
11. 16, 19, 22, 27

12. 3, 9, 7, 5, 4
13. 6, 2, 7, 5, 1, 4
14. 10, 5, 7, 3, 1
15. 16, 22, 29, 53, 51

Lesson 59

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will follow specific directions in coloring a color-by-letter or color-by-number picture with 100% accuracy.

MATERIALS

Coloring book pictures which can be adapted to color-by-number or letter patterns.

ACTIVITY

Give directions for coloring. The children follow the directions.

Color this picture according to the directions you hear.

1. Color F and 1 green.
2. Color G and J and 11 blue.
3. Color 2 and 13 and Q yellow.
4. Color H and N and D violet.
5. Color A and B brown and C green.
6. Color E and K and 6 and 10 black.
7. Color 7 yellow and 9 red.
8. Color 3 and 8 yellow.
9. Color 4 green.
10. Color 15 and P yellow.
11. Color 5 red and 17 green and 16 red.
12. Color 0 and M and I brown.
13. Color 14 black and 12 yellow.
14. Color L and the body of the peacock light brown.
15. Color the feather lines black.

Lesson 60

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to say the alphabet from a to z.

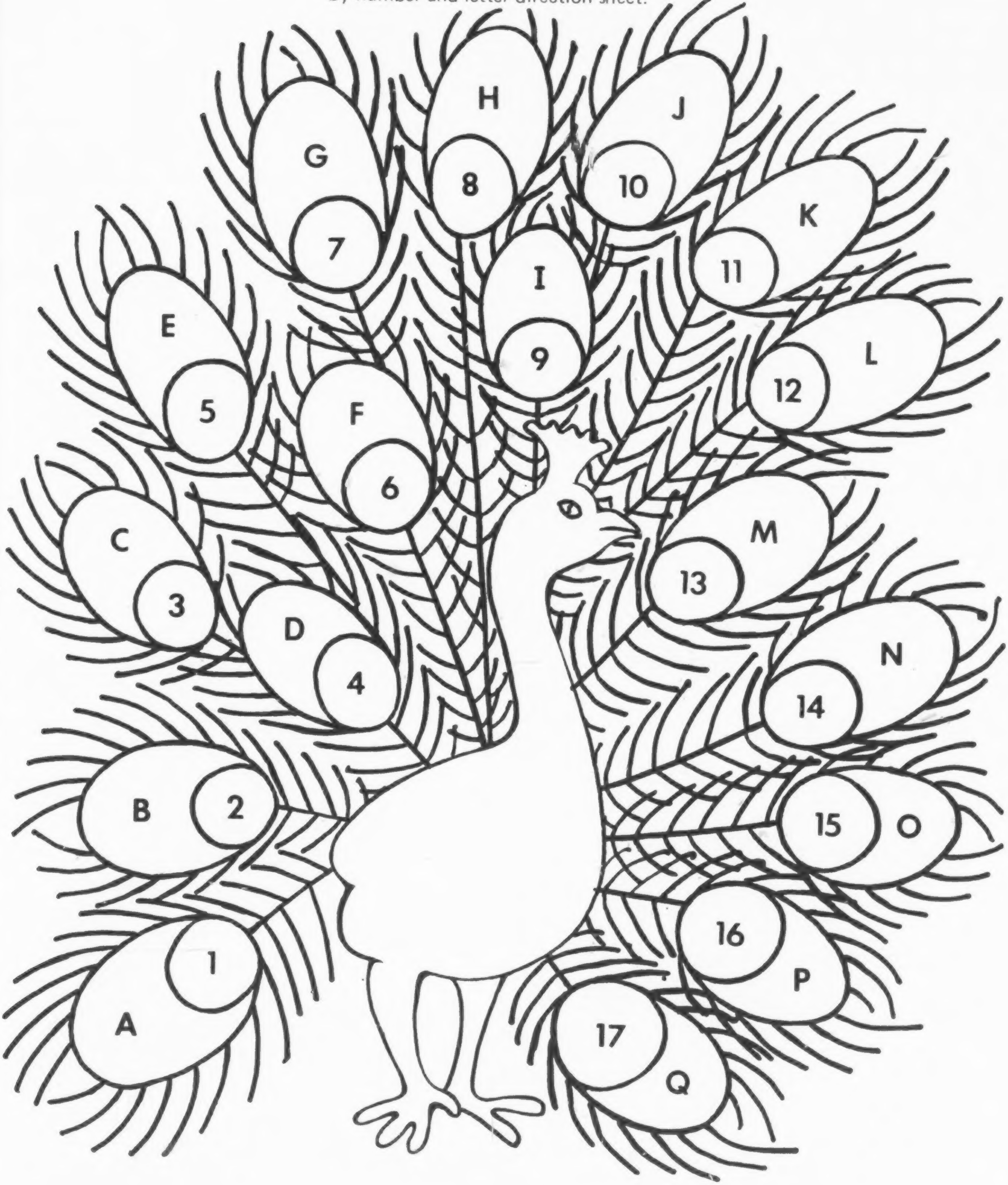
MATERIALS

Alphabet strip showing the letters from a to z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Taped alphabet sequence from a to z
Tape recorder

Sample sheet from coloring book that has been adapted to a color-by-number and letter direction sheet.


H
J
G
8
10
K
7
I
11
E
L
9
12
5
F
6
M
C
13
3
D
N
4
14
B
2
15
O
16
1
P
17
A
Q

172

ACTIVITY

Children listen to the tape while they follow the alphabet strip with their fingers.

> *Listen to the alphabet on this tape and follow the strip with your finger until you can say the whole alphabet by yourself.*

Children listen to the taped sequence 4 times. Then check each child to see who can repeat the whole alphabet. Provide more practice for those who can't.

lesson 61

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to say the alphabet from a given letter to another given letter with 95% accuracy.

MATERIALS

List of directions

ACTIVITY

Give specific directions for saying parts of the alphabet.

> *I am going to have you say parts of the alphabet. I will tell you where to start and where to end.*

1. Say the alphabet from m to z.
2. Say the alphabet from b to u.
3. Say the alphabet from t to z.
4. Say the alphabet from c to m.
5. Say the alphabet from p to w.
6. Say the alphabet from g to n.
7. Say the alphabet from f to r.
8. Say the alphabet from a to m.
9. Say the alphabet from r to z.
10. Say the alphabet from n to y.
11. Say the alphabet from e to u.
12. Say the alphabet from o to z.
13. Say the alphabet from q to x.
14. Say the alphabet from a to p.
15. Say the alphabet from c to z.

lesson 62

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will listen to a portion of the alphabet in which one of the letters has been omitted and tell which is the missing letter with 95% accuracy.

MATERIALS

List of letter sequences

ACTIVITY

Read an alphabet sequence, leaving one of the letters out. The children are to name the missing letter.

Listen to this series of letters. I am going to leave out one of the letters from the usual pattern. Raise your hand if you know the missing letter.

Read each sequence:

1. m, n, o, q, r
2. a, b, c, d, f
3. g, i, j, k, l
4. n, o, p, q, r, t
5. r, s, t, v, w, x
6. w, x, z
7. d, f, g, h, i
8. i, j, k, m
9. q, r, t, u, v, w
10. k, l, m, o
11. u, v, w, x, z
12. b, c, d, f, g, h
13. o, p, q, s, t, u
14. u, v, x, y, z
15. h, i, k, l, m

Lesson 63 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will listen to a section of the alphabet in which a letter has been inserted in the wrong place and say the wrong letter with 95% accuracy.

MATERIALS

List of letter sequences

ACTIVITY

Read the sequence. The children are to say the wrong letter.

I'm going to read some parts of the alphabet that contain a wrong letter. You are to tell me the letter that is out of place.

Read each sequence:

1. a, b, c, e, d
2. m, n, r, o, p
3. u, v, w, m, x, y, z
4. e, f, d, g, h

5. r, s, t, m, u, v
6. c, b, d, e, f, g
7. p, o, q, r, s, t
8. i, j, k, l, n, m
9. o, n, p, q, r, s
10. u, v, e, w, x, y, z
11. a, b, c, d, f, e
12. h, i, j, l, k
13. f, e, g, h, i, j
14. s, t, u, v, r, w
15. v, w, a, x, y, z

Lesson 64

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to say the names of letters that come before given letters, after given letters or between two given letters with 95% accuracy.

MATERIALS

List of questions

ACTIVITY

Play question and answer about letter relationships.

I am going to ask you some questions about letters. Raise your hand if you think you know the answer.

1. What letter comes before m?
2. What letter comes after x?
3. What letter comes between p and r?
4. What letters come between d and g?
5. What letter comes before q?
6. What letter comes after b?
7. What letter comes between c and e?
8. What letter comes after t?
9. What letter comes before w?
10. What letters come between f and i?
11. What letter comes before x? before z?
12. What letter comes after u ? after g ?
13. What letter comes between m and o ?
14. What letter comes between a and c ?
15. What letter comes after d ? before d ?

lesson 65 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to say the names of letters that come before given letters, after given letters or between two given letters with 95% accuracy.

MATERIALS

List of questions

ACTIVITY

Play question and answer about letter relationships.

I am going to ask you some questions about letters. Raise your hand if you think you know the answer.

1. What letter comes before m ?
2. What letter comes after x ?
3. What letter comes between p and r ?
4. What letters come between d and g ?
5. What letter comes before q ?
6. What letter comes after b ?
7. What letter comes between c and e ?
8. What letter comes after t ?
9. What letter comes before w ?
10. What letters come between f and i ?
11. What letter comes before x ? before z ?
12. What letter comes after u ? after g ?
13. What letter comes between m and o ?
14. What letter comes between a and c ?
15. What letter comes after d? before d ?

lesson 66 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to listen to a pair of letter names and say which comes first in the alphabet with 95% accuracy.

MATERIALS

List of letter pairs

ACTIVITY

Read each letter pair. The children are to say which is the first in the normal alphabet sequence.

I am going to read two letters. You are to tell me which comes first in the alphabet.

Read each pair:

1. q or p ?
2. m or n ?
3. b or d ?
4. y or x ?
5. w or u ?
6. e or d ?
7. v or u ?
8. g or c ?
9. w or v ?
10. x or v ?
11. p or g ?
12. d or c ?
13. u or n ?
14. g or f ?
15. k or j ?

Lesson 67

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to use sequential terms to tell about positions of given letters in the alphabet with 90% accuracy.

MATERIALS

List of letters

ACTIVITY

Say a letter. The children are to describe its location in sequential terms.

> *I am going to say a letter. I want you to tell me where it is in relationship to the other letters of the alphabet.*

1. g -- 7th letter, before h, after f, between f and h
2. m -- 13th letter, before n, after l, between l and n
3. a -- first letter, before b
4. z -- 26th or last letter, after y
5. c -- 3rd letter, after b, before d, between b and d
6. e -- 5th letter, after d, before f, between d and e
7. b -- 2nd letter, after a, before c, between a and c
8. y -- 24th letter, between x and z, before z, after x
9. g -- 17th letter, between p and r, before r after p
10. r -- 18th letter, between q and s, before s, after q
11. k -- 11th letter, between j and l, before l, after j
12. v -- 21st letter, between u and w, before w, after u
13, i -- 9th letter, between h and j, before j, after h
14. t -- 20th letter, between s and u, before u, after s

Lesson 68

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will hear a numerical sequential position of the alphabet and be able to tell the letter in that position before a count of seven with 90% accuracy.

MATERIALS

List of letters and their corresponding numerical position

ACTIVITY

Give children a sequential position. They are to say the letter in that position before you can count to 7.

I'm going to say a number place in the alphabet. You are to tell me the letter that is in that place before I count to 7.

1. a
2. b
3. c
4. d
5. e
6. f
7. g
8. h
9. i
10. j
11. k
12. l
13. m
14. n
15. o
16. p
17. q
18. r
19. s
20. t
21. u
22. v
23. w
24. x
25. y
26. z

Lesson 69

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to say the alphabet in order, saying first the letter name, then the key word that goes with the letter with 95% accuracy.

MATERIALS

Picture cards for each letter -- cut apart and placed on dime-store rings for easy handling

ACTIVITY

The children flip through their pictures, saying the letter name and the key word for each letter in alphabetical sequence.

Use your alphabet cards to say each letter name and key word.

The children would say:

1. a, apple
2. b, bed
3. c, cat
4. d, duck
5. e, egg
6. f, fish
7. g, goat
8. h, hat
9. i, ink
10. j, jam
11. k, kite
12. l, leaf
13. m, man
14. n, nut
15. o, ox
16. p, pig
17. q, queen
18. r, rake
19. s, sun
20. t, top
21. u, umbrella
22. v, valentine
23. w, wagon
24. x, box
25. y, yo-yo
26. z, zebra

Lesson 70

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to indicate the alphabet by saying the key word for each letter in alphabetical sequence with 90% accuracy.

ACTIVITY

The children will say the words in alphabetical sequence.

Indicate the alphabet by saying the key word for each letter in order.

The children would say:

1. apple
2. bed
3. cat
4. duck
5. egg
6. fish
7. goat
8. hat
9. ink
10. jam
11. kite
12. leaf
13. man
14. nut
15. ox
16. pig
17. queen
18. rake
19. sun
20. top
21. umbrella
22. valentine
23. wagon
24. box
25. yo-yo
26. zebra

Lesson 71

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to print or write the alphabet in correct sequence in desired case with 95% accuracy.

MATERIALS

Lined paper
Pencils

ACTIVITY

Children print or write the whole alphabet in correct sequence following the teacher's direction as to form.

Get a sheet of paper and a pencil. Then you are to make the whole alphabet in the right order.

Possible assignments:

1. Make the alphabet in upper case cursive.
2. Make the alphabet in upper case printing.
3. Make the alphabet in lower case cursive.
4. Make the alphabet in lower case printing.

LESSON 72

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to write a series of random numbers they have heard with 95% accuracy.

MATERIALS

Lined paper
Pencils
List of letter sequences

ACTIVITY

Read a series of letters. The children are to make that series on their papers.

> *Listen to this series of letters. After I have finished each series, write what you heard me say.*

Read each of the following sequences:

1. b, m, o
2. a, d, c
3. r, y, u
4. j, z, w, p
5. q, b, e, v
6. f, i, n, s
7. a, g, x, p
8. t, k, h, l
9. g, b, d, r, z
10. l, o, q, s, q
11. a, e, h, j, u
12. h, i, p, c, n
13. f, c, i, m, p, y
14. i, x, q, i, r, b, t
15. k, n, r, t, v, x

LESSON 73

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat sequences of rhyming words with 95% accuracy.

MATERIALS

Teacher-made list of rhyming words or rhyming dictionary

ACTIVITY

Read a list of words that rhyme. The children repeat the list in the same order.

> *Listen to these words. Then we will see who can repeat the words in the same order.*

Read these sequences:

1. ample, sample, trample
2. beacon, deacon, weaken
3. awning, dawning, yawning
4. Cora, Dora, Flora
5. action, faction, fraction, reaction
6. amble, bramble, gamble, ramble
7. blues, fuse, news, use
8. camper, damper, hamper, scamper
9. chicken, quicken, sicken, thicken
10. drummer, dumber, hummer, summer
11. bristle, gristle, thistle, whistle
12. boss, cross, floss, gloss, loss
13. boil, broil, coil, foil, spoil
14. cape, drape, grape, scape, shape
15. ate, bait, crate, date, mate, late

Lesson 74

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children listen to a sequence of rhyming words, repeat that sequence and add other words with 100% accuracy.

MATERIALS

List of rhyming words

ACTIVITY

The children listen to an original sequence, repeat that and add another rhyming word. Play continues until someone forgets or is unable to think of another word.

> *We are going to say some rhyming words. Repeat every word the person ahead of you said and add another word that also rhymes.*

Use these sequences as starters:

1. oil, boil
2. blew, boo
3. shame, tame
4. bay, nay, gray
5. and, sand, canned
6. bone, cone, blown
7. Swiss, amiss
8. less, chess
9. combat, sat, Sprat
10. could, hood
11. trump, plumb, slump
12. whom, zoom, boom
13. wound, abound, sound
14. chill, drill, Brazil

Lesson 75 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will listen to a series of rhyming words and then repeat the sequence except for the last word with 90% accuracy.

MATERIALS

List of rhyming words

ACTIVITY

Read a list. The children are to repeat the sequence in the correct order, but each child is to leave off the last word until there is only one word left.

> *We are going to listen to some words. Each person is to repeat the sequence except for the last word they heard the person before them say. We will do this until there is only one word left. Then we will go to a new list.*

1. pinch, finch, inch, flinch, lynch

   the next person says: pinch, finch, inch, flinch

   the next person says: pinch, finch, inch

   the next person says: pinch, finch

   the next person says: pinch

   then, go on to the next list
2. chest, blest, guest, nest
3. cute, clute, fruit, boot
4. baggy, saggy, shaggy, waggy
5. lazy, hazy, daisy, crazy
6. noodle, poodle, boodle, strudel
7. pure, your, sure, cure
8. flung, hung, rung, sung, stung, strung
9. list, fist twist, wrist
10. glide, ride, bridge, slide
11. black, Jack, crack, Mack
12. ripe, pipe, swipe, stripe
13. buy, cry, try, fly, guy, high
14. loom, bloom, broom, boom
15. dear, clear, steer, fear

Lesson 76 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will listen to a series of words beginning with the same sound and repeat that series with 95% accuracy.

MATERIALS

Teacher-made word lists or commercial lists

ACTIVITY

Read a series of words. The children are to repeat that series.

> *Listen to these words. Then we will see who can repeat what they heard in the same order.*

Read each of the following series:

1. kick, king, Kenny, King Kong, key
2. gossip, gulf, gasoline
3. berry, button, build, business
4. fellow, fair, fat, furnace
5. mouse, mitten, moth, month
6. brown, brush, brave, brother
7. shoe, shout, shiny, should
8. very, valentine, visiting, violet
9. time, tame, tell, tie, tap
10. zinc, zipper, zeal, zippy
11. weather, weapon, walrus, willow
12. noise, nice, north, nugget
13. junk, jelly, jab, journal
14. face, fellow, fool, forward
15. mesh, mellow, middle, match, monkey

Lesson 77 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will listen to a series of words beginning alike and repeat that series, then add a new one beginning with the same sound with 100% accuracy.

MATERIALS

List of words

ACTIVITY

Read the beginning series. The first child is to repeat those words and add another beginning with the same sound. The next child is to repeat all previous words, plus add another of his own.

> *Listen to this list. Then each of you is to add another word when it is your turn and remember all the words that everyone else has said. We will keep playing until everyone has had a turn or until someone is not able to think of a new word. Your new words must begin with the same sound as the original series.*

Use these series as beginning sequences:

1. mud, mid, main
2. fry, free, frog
3. snow, sneak, snoop
4. shirt, shawl, short
5. weep, will, wand

6. yet, yen, yeast
7. tar, tell, toe
8. neon, next, narrow
9. mark, motor, maid
10. play, plod, plea
11. leg, lone, leader
12. fan, fur, feet
13. chest, chirp, chilly
14. boil, bake, bald
15. hope, hump, hoof

Lesson 78 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children listen to a singular word, then repeat that word and add the plural with 95% accuracy.

MATERIALS

List of words

ACTIVITY

Say a singular word. A child repeats that word and adds the plural form.

I am going to say a word that means one thing. You are to repeat that word and then say the word that means more than one of the same thing. Raise your hand if you think you can say both words.

1. table -- the child would say tables
2. man
3. ox
4. house
5. scissors
6. mouse
7. floor
8. marble
9. boy
10. woman
11. lady
12. child
13. textbook
14. zebra
15. wife

Lesson 79

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will listen to a series of words illustrating a specific sound in a specific location within each word and tell where the sound is located with 95% accuracy.

MATERIALS

Teacher-made lists or commercial word lists

ACTIVITY

Read the word series. Ask where the children hear a particular sound in each of the words.

Listen to some words. Each of them will have the same sound in a particular part of the word -- at the beginning, in the middle or at the end. You are to tell me where you hear the sound I ask about.

1. Where do you hear the l sound in Molly, alley, bowling?
2. Where do you hear the sk sound in mask, ask, desk?
3. Where do you hear the t sound in light, cut, bat, wet?
4. Where do you hear the z sound in zoo, zone, zinnia?
5. Where do you hear the n sound in kennel, planet, channel?
6. Where do you hear the pl sound in play, plot, plumber?
7. Where do you hear the f sound in buffalo, defend, painful?
8. Where do you hear the ch sound in French, hutch, notch?
9. Where do you hear the b sound in bill, build, bench?
10. Where do you hear the d sound in paid, thud, seed, loud?
11. Where do you hear the j sound in jet, juicy, journal, jumper?
12. Where do you hear the m sound in image, drummer, animal, summit?
13. Where do you hear the r sound in right, roots, rake, rooster?
14. Where do you hear the s sound in hiss, less, dress, circus?

Lesson 80

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to listen to the parts of a compound word and then put the parts together to make a logical word with 100% accuracy.

MATERIALS

List of compound words

ACTIVITY

Read the two words. The children put them together in the right order to make a logical word.

I am going to say some words. Put them together to make one compound word that makes sense.

Read the following word pairs:

1. where any -- the children would answer anywhere
2. cow boy

3. man milk
4. ever how
5. mail man
6. walk side
7. snow man
8. time bed
9. house light
10. door bell
11. play thing
12. fall water
13. shine sun
14. fall night
15. time life

Lesson 81 ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to say the individual sounds in a consistently spelled CVC word and then blend them together into a logical word with 95% accuracy.

MATERIALS

Chalkboard
Chalk

ACTIVITY

Print letters in the word on the board. The children say each letter sound and then blend the sounds into one word.

> *We are going to make the sounds for each letter I write on the board. Then we will put the sounds together to make a word.*

1. Write the words in this pattern:
    h -- say the sound of /h/
    a -- say the short sound of /a/
    ha -- put the sounds together
    t -- say the sound of /t/
    hat -- put the sounds together, say hat
2. Other CVC word families that can be done in this way:

-ab
-eb
-ib
-ob
-ub
-ack
-ed
-id
-od
-ud
-ag
-eg
-im
-om
-um
-an
-en
-in
-op
-up
-at
-et
-it
-ot

-eck
-ick
-ock
-uck
-ig
-og
-ug
-am
-in
-un
-ap
-ep
-ot
-ad
-em
-ip

These are some of the word families that can be blended in this way. A rhyming dictionary is a good word source for this type of activity.

Lesson 82

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will listen to the individual syllables in a word and then put them together to make a logical word with 95% accuracy.

MATERIALS

List of words correctly divided into syllables

ACTIVITY

Say words in separated syllables. The children are to put the syllables together to make a sensible word.

I'm going to say each part of a word separately. You are to put the parts together to make a whole word.

Read each of the following series:

1. daugh ter -- child would say daughter
2. grass hop per
3. de ter gent
4. ker nel
5. pro tec tion
6. fire crack er
7. ser e nade
8. cred it
9. sim ple
10. tur pen tine
11. ven tril o quism
12. dress ing
13. sen tence
14. frac tion
15. sou ve nir

Lesson 83

ACADEMIC

INSTRUCTIONAL OBJECTIVE

After intensive (Visual, Auditory, Kinesthetic) VAK-Association activities, the children will be able to say the words they are being required to spell when they see the words with 100% accuracy.

MATERIALS

Overhead projector
Teacher-made individual transparencies for each of the spelling words
Lined paper
Pencils

ACTIVITY

Show a word on the overhead. Say the word several times. Have the children print or write the word several times. Say the word while they are copying it. Later, call on volunteers to say the whole list of words.

Watch and listen while we practice the spelling words for today.

For each word, follow this procedure:

1. Show the word on the overhead.
2. Say the word several times

Go through the stack of words in this way.

Change the order of the words and go through the stack in this way:

3. Show the word.
4. Say the word.
5. Have the children write or print the word 6 times.
6. Keep saying the word all the time they are writing it.
7. Have the children say the word while they are writing it.

Change the order of the words again and go through the stack in this way:

8. Show the word.
9. Call on everyone to say the word.

Lesson 84 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to spell a word verbally when they hear a word pronounced with 95% accuracy.

MATERIALS

List of words

ACTIVITY

Say a word. The children are to spell the word verbally.

Let's see who can spell each word out loud that I say.

Use any spelling list or series desired. The following words are offered as an example:

1. Say the. The children are to say t h e .
2. how
3. this
4. and
5. now
6. which
7. animal
8. always

Lesson 85

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to print or write words when they hear a word pronounced with 95% accuracy.

MATERIALS

List of words
Lined paper
Pencils

ACTIVITY

Say a word. The children are to write the word on their paper.

Write each word that I say on your paper.

Use the spelling list or series desired. The following words are offered as an example.

1. Say *cat.* The children write cat on their paper.
2. dog
3. house
4. men
5. grass
6. that
7. table
8. pen

Lesson 86

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will say a word after they have heard it spelled with 90% accuracy.

MATERIALS

List of words

ACTIVITY

Spell a word aloud. The children are to say the word.

I am going to spell a word. You are to tell me the word I spelled.

Use the list or series desired. The following words are offered as an example:

1. Say b u t. The children say but.
2. c o m e
3. h o r s e
4. t a p
5. t a p e
6. c a m e
7. b a l l
8. b a l l s

Lesson 87

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to print or write a word after they have heard it spelled with 95% accuracy.

MATERIALS

List of spelling words
Lined paper
Pencils

ACTIVITY

Spell a word aloud. The children are to write the word they heard spelled.

> *Listen to these letters that spell a word. Then write on your paper the letters you heard.*

Use any list or series desired. The following words are offered as an example:

1. Say b a t. The children write bat on their paper.
2. w e l l
3. w h i t e
4. r i d e
5. w i s h
6. w i t h
7. d o w n
8. p a i n t

Lesson 88

ACADEMIC

INSTRUCTIONAL OBJECTIVE

The children will be able to print or write sentences they have heard read aloud with 95% accuracy.

MATERIALS

Sentences to be read
Lined paper
Pencils

ACTIVITY

Read a sentence aloud. The children are to write what they heard.

> *Listen to this sentence very carefully. Then write on your paper what you heard.*

Use any sentences desired that are at the childrens' spelling level. Sentences could be taken from the readers used by the class. The following sentences are given as an example:

1. The cat is white and brown.
2. This man is older than that man.
3. Can you spell very many words?
4. He cannot ride in a boat without getting seasick.
5. Come to my house for lunch.
6. A girl should not be so noisy.
7. This reading book is simple.
8. Her finger does not hurt anymore.

Lesson 89 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will listen to a pretend trip around parts of the United States and then repeat the states in the same sequence with 95% accuracy.

MATERIALS

Sequences of states

ACTIVITY

Read a list of states. The children are to repeat them in the same order.

Let's see who can travel on the same trip I'm going to tell you about.

Read the following sequences:

1. Washington to Oregon to California
2. Missouri to Iowa to Missouri
3. Minnesota to Wisconsin to Iowa
4. Pennsylvania to Delaware to Maryland
5. Wisconsin to Illinois to Indiana to Ohio
6. Florida to Georgia to Alabama
7. New Mexico to Texas to Oklahoma to Kansas
8. North Dakota to South Dakota to Nebraska
9. Maine to New Hampshire to Vermont to Massachusetts
10. Tennessee to Kentucky to Indiana to Ohio
11. California to Nevada to Utah to Colorado
12. Idaho to Montana to Wyoming to Nebraska
13. Pennsylvania to Connecticut to Rhode Island
14. Minnesota to North Dakota to Montana to Idaho

Lesson 90 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will repeat parts of famous documents, patriotic writings or famous historical quotations with 95% accuracy.

MATERIALS

Tape recorder
History book to be used as reference

ACTIVITY

Children listen to a taped selection several times. Then they are to repeat what they heard.

We are going to hear some things that people have said that are an important part of the history of our country. Then we will see who can say what they heard.

Tape and play three times:

> I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation indivisible, under God, with liberty and justice for all.

Play the tape again and have the group say the pledge with the tape.

Ask for volunteers to say the pledge individually.

Provide more practice for those having difficulty.

lesson 91 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will listen to sequences of the names of the presidents in the order in which they actually served and repeat them with 95% accuracy.

MATERIALS

List of presidents' names in correct sequence

ACTIVITY

Children listen to a series of names. Then they are to repeat the names.

Listen to the names of these presidents. Then we will see who can repeat the names in the order you heard them.

Begin reading whatever desired and read as many names as you wish the children to remember. All the names are listed below:

1. George Washington
2. John Adams
3. Thomas Jefferson
4. James Madison
5. James Monroe
6. John Quincy Adams
7. Andrew Jackson
8. Martin Van Buren
9. William Henry Harrison
10. John Tyler
11. James Polk
12. Zachary Taylor
13. Millard Fillmore
14. Franklin Pierce
15. James Buchanan
16. Abraham Lincoln
17. Andrew Johnson
18. Ulysses Grant
19. Rutherford Hayes
20. James Garfield
21. Chester Arthur
22. Grover Cleveland
23. Benjamin Harrison
24. Grover Cleveland
25. William McKinley
26. Theodore Roosevelt
27. William Taft
28. Woodrow Wilson
29. Warren Harding
30. Calvin Coolidge
31. Herbert Hoover
32. Franklin Roosevelt
33. Harry S. Truman
34. Dwight Eisenhower
35. John Kennedy
36. Lyndon Johnson
37. Richard Nixon

lesson 92 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will listen to and carry out directions for making simple foods with 90% accuracy.

MATERIALS

vanilla ice cream
chocolate ice cream
strawberry ice cream
chocolate syrup
bananas
chopped nuts
whipped dessert topping
maraschino cherries
three ice cream scoops
knives
plates
spoons

ACTIVITY

Each child listens to the directions and then makes his own banana split

Listen to the directions for making a banana split. Then we will see who can follow the directions.

Read the following directions as many times as you feel is necessary.

1. Slice a banana in half the long way and put on a plate.
2. Put one scoop of vanilla, one scoop of chocolate and one scoop of strawberry ice cream between the banana slices.
3. Pour chocolate syrup over the top of the ice cream.
4. Put dessert topping over the ice cream and chocolate syrup
5. Sprinkle with chopped nuts.
6. Put a cherry on the top.
7. Eat.
8. Clean up your own dishes.

Lesson 93 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children are to learn their own astrology sign with 100% accuracy and be able to connect the sign with the correct calendar dates with 95% accuracy.

MATERIALS

List of childrens' birthdays
List of astrology signs and their calendar dates
Tape recorder

ACTIVITY

Tape the sequence of the signs and their calendar dates. The children are to repeat what they heard.

We are going to listen to the names and dates of astrological signs. Then we will see who can tell their own sign.

List of signs and calendar dates:

1. *Aries, the Ram---March 21 to April 19*
2. *Taurus, the Bull---April 20 to May 20*
3. *Gemini, the Twins---May 21 to June 21*
4. *Cancer, the Crab---June 22 to July 21*
5. *Leo, the Lion---July 22 to August 21*
6. *Virgo, the Virgin---August 22 to September 22*
7. *Libra, the Balance---September 23 to October 22*
8. *Scorpio, the Scorpion --October 23 to November 21*
9. *Sagittarius, the Archer---November 22 to December 21*
10. *Capricorn, the Goat---December 22 to January 20*
11. *Aquarius, the Water Bearer---January 21 to February 19*
12. *Pisces, the Fishes---February 20 to March 20*

Lesson 94

ADVANCED

INSTRUCTIONAL OBJECTIVE

The children are to name their own birthstone with 100% accuracy and the others in sequential order with 90% accuracy.

MATERIALS

List of childrens' birthdates
List of birthstones and calendar months---This list is different according to the source used. The following is from Ardans jewelery store catalog, 1972 edition, page 29.

ACTIVITY

Read the list of months and birthstones. The children are to repeat what they heard.

> *We are going to learn the birthstones that go with each month. First, listen for your own birthstone, then we will see who can remember some of the others.*

Read the list of birthstones and months below:

1. January---Garnet
2. February-Amethyst
3. March---Aquamarine
4. April---White Sapphire
5. May---Emerald
6. June---Alexandrite
7. July---Ruby
8. August---Peridot
9. September---Blue Sapphire
10. October---Rose Zircon
11. November---Topaz
12. December---Blue Zircon

Lesson 95

ADVANCED

INSTRUCTIONAL OBJECTIVE

The children are to repeat counting sequences in other languages with 90% accuracy.

MATERIALS

List of numbers in foreign languages

ACTIVITY

Read the numbers several times. The children are to repeat them.

> *Listen to how we would count in French. Then we will see who can count in the same way.*

Read the following sequences as many times as necessary:

1. French
   un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix
2. German
   eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn
3. Spanish
   uno, dos, tres, cuatro, cinco, seis, siete, ocho,nueve, diez

Lesson 96 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children are to repeat common phrases in foreign languages with 90% accuracy.

MATERIALS

List of common phrases in foreign languages

ACTIVITY

Read the greeting or phrase. The children are to repeat it.

Listen to how we would say good morning in French. Then we will see who can say the French words.

Read each of the following phrases:

1. Good morning
   French---Bon jour
   German---Guten morgen
   Spanish---Buenos dias
2. Good-bye
   French---Au revoir
   German---Auf wiedersehen
   Spanish---Adios
3. Please
   French---S'il vous plait
   German---Bitte schoen
   Spanish---Por favor
4. Thank you
   French---Merci beaucoup
   German---Danke schoen
   Spanish---Muchas gracias
5. Merry Christmas
   French---Joyeux Noel
   German---Froehliche Weihnachten
   Spanish---Felices Pascuas
6. Yes
   French---Oui
   German---Ja
   Spanish---Si
7. No
   French---Non
   German---Nein
   Spanish---No

Lesson 97 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat the dates and holidays that are consistent from year to year with 95% accuracy.

MATERIALS

List of holidays that fall on the same date each year and their dates

ACTIVITY

Read the list of holidays and dates. The children are to repeat what they heard.

Listen to these holidays and their dates. Then we will see who can remember what they heard.

List of holidays and dates:

1. New Year's Day---January 1
2. Ground Hog Day---February 2
3. St. Patrick's Day---March 17
4. April Fools Day---April 1
5. May Day---May 1
6. Memorial Day---May 30
7. Flag Day---June 14
8. Independence Day---July 4
9. Columbus Day---October 12
10. Halloween---October 31
11. Veterans Day---November 11
12. Christmas---December 25

Lesson 98 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to sequence categories of things (in this particular case, food) in alphabetical order with 100% accuracy.

ACTIVITY

The children are to name foods in alphabetical order

> *We are going to take turns saying foods, but they must follow the sequence of the alphabet. I will start with apple, the next person must say something starting with b and so on. Let's see how far through the alphabet we can go before we get stuck.*

Food examples could be:

1. apple
2. bananas
3. cereal
4. doughnut
5. eggs

Go as far through the alphabet as possible. The children will soon learn about the sometimes impossible letter *X*, but this is just part of the game.

Lesson 99 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children are to be able to tell the general location of a type of book in the Dewey Decimal system with 90% accuracy.

MATERIALS

Large wall chart showing the major Dewey Decimal divisions

ACTIVITY

Show and verbally explain the chart. The children are to be able to name the general division in which types of books would be found with the help of the chart.

> *Watch and listen while I tell you about how many libraries are organized. Then we will see if you can tell me the number sections for some books.*

Copy the following information on the chart:

000-099 General
--encyclopedias, reference books, book lists
100-199 Philosophy
200-299 Religion
300-399 Social sciences
--economics, government, folklore, occupations
400-499 Languages
--foreign languages, English composition, grammar, dictionaries
500-599 Pure science
--also math
600-699 Applied science
--inventions, engineering, cooking, business methods
700-799 Arts and recreation

800-899 Literature
--English and foreign poetry, plays, essays
900-999 History
--also geography

1. Talk about the chart. Review as many times as necessary.

2. Ask for questions from the class about the chart.

3. Check for understanding by asking the students to say the number divisions for general categories of books, such as:

--poetry books
--books about sports
--history books
--books about hobbies
--a geography book
--an encyclopedia
--a French dictionary
--a book about Russian folklore
--a cookbook

lesson 100 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to listen to and repeat limericks with 95% accuracy.

MATERIALS

Book of limericks

ACTIVITY

Read a limerick. The children are to repeat what they heard.

A limerick is a funny verse which when written out is five lines long. Listen to this limerick and then we will see who can repeat it.

1. The Young Lady of Niger

There was a young lady of Niger
Who smiled as she rode on a Tiger;
They returned from the ride
with the lady inside,
And a smile on the face of the Tiger.

2.

There was an old person whose habits
Induced him to feed upon rabbits;
When he'd eaten eighteen
He turned perfectly green,
Upon which he relinquished those habits.

lesson 101 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to listen to a news broadcast and be able to tell what they heard with 90% accuracy.

MATERIALS

Tape recorder
Radio

ACTIVITY

Listen to and tape a news broadcast. The children are to retell what they heard.

Let's listen to the news. Then we'll see how much you can remember.

The lesson will be different each day with each news broadcast. Follow this procedure each time:

1. Listen to and record the news program.
2. Ask for volunteers to repeat as much as they can remember.
3. Play the tape if there are disagreements over what was said or if the students failed to mention some important items.

Lesson 102 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to repeat the call letters of radio or television stations with 90% accuracy.

MATERIALS

List of cities and call letters of radio and TV stations
(The list below was taken from The Working Press of the Nation, Vol. III, Radio and Television Directory, 1967 edition, published by the National Research Bureau, Inc., 221 North LaSalle Street, Chicago, p. 40-43)

ACTIVITY

Read the name of a city and one of its stations. The children are to repeat.

I am going to read the names of some cities and the call letters that represent their radio or television stations. Then we will see who can remember what I said.

Sample list of stations:

1. Ames, Iowa---WOI
2. Cedar Rapids, Iowa---KCRG
3. Cedar Rapids, Iowa---WMT
4. Des Moines, Iowa---WHO
5. Fort Dodge, Iowa---KWMT
6. Fort Madison, Iowa---KXGI
7. Iowa City, Iowa---KXIC
8. Muscatine, Iowa---KWPC
9. Davenport, Iowa---WOC
10. Waterloo, Iowa---KWWL
11. Mason City, Iowa KGLO
12. Washington, Iowa---KCII

lesson 103 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to name the planets in correct sequential order beginning with the one nearest the sun and moving to the one farthest away with 95% accuracy.

MATERIALS

List of planets in sequence

ACTIVITY

Read the list of planets. The children are to repeat them in correct sequence.

> *These are the names of the planets that revolve around the sun. I am going to say the one closest to the sun first and read them in correct sequence until we say the one farthest from the sun. Then we will see who can say them in the correct order.*

Read this sequence as many times as necessary:

1. Mercury
2. Venus
3. Earth
4. Mars
5. Jupiter
6. Saturn
7. Uranus
8. Neptune
9. Pluto

lesson 104 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to listen to and then repeat military rankings in correct sequential order with 90% accuracy.

MATERIALS

List of military rankings--This list was taken from the Reader's Digest 1967 Almanac and Yearbook, p. 292.

ACTIVITY

Read the ranks in sequential order. The children are to repeat the ranks.

> *Let's talk about the ranks you might go through if you enlisted in the armed forces. Then we will see who can remember what the ranks are.*

1. Enlisted personnel in the Air Force
   - Airman
   - Airman third class
   - Airman second class
   - Airman first class
   - Staff Sergeant
   - Technical Sergeant
   - Master Sergeant
   - Senior Master Sergeant
   - Chief Master Seargeant
2. Enlisted personnel in the Navy
   - Seaman Recruit
   - Seaman Apprentice
   - Seaman
   - Petty Officer Third Class
   - Petty Officer Second Class
   - Petty Officer First Class
   - Chief Petty Officer
   - Senior Chief Petty Officer
   - Master Chief Petty Officer

● ADDITIONAL ACTIVITIES ●

200

grammatic closure

Lesson 1 *READINESS*

INSTRUCTIONAL OBJECTIVE

To state the name of a picture of an object by always prefacing the name with the words, *This is a* --------.

MATERIALS

Individual pictures of a wide variety of objects.

ACTIVITY

A picture of an object is shown to the child. The child is to identify the object by saying, *This is a* --------. For example, if the child was shown a boat he would answer by saying, *This is a boat.* If he just answered *boat* then his response would not be counted as being correct.

Use pictures of many different objects.

1. car
2. peach
3. house
4. train
5. shoe
6. stove
7. chair
8. horse
9. desk
10. church
11. pig
12. coat
13. table
14. radio
15. carrot
16. lemon
17. truck

Lesson 2 *READINESS*

INSTRUCTIONAL OBJECTIVE

To state a word which will complete a given sentence about a person or object in the child's classroom and at the same time point to the object or child he is talking about.

MATERIALS

List of incomplete sentences about children or objects found in your classroom.

ACTIVITY

Give the child an incomplete sentence and let him state the word which will complete the sentence and also point to the object or child he is talking about.

1. The color of Fred's shirt is ______________.
2. The clock is on the ______________.
3. The teacher sits behind a ______________.
4. Sally is wearing a red ______________.
5. We color with our ______________.
6. We write with chalk on the ______________.
7. John is wearing a blue ______________.
8. The color of Ed's eyes are ________ ________.
9. We sit at our ______________.

10. The color of Sue's hair is _______________.
11. We can look out the _______________.
12. We write with a pencil and _______________.
13. Allan is wearing a green _______________.
14. We read from our _______________.

LESSON 3 *READINESS*

INSTRUCTIONAL OBJECTIVE

To state the missing portion of a word and then repeat the entire word.

MATERIALS

List of words.

ACTIVITY

Tell the child a word and then repeat only a part of the word. The child must give the missing part and then repeat the word in its entire form.

1. I will say tomato. Now you finish it, toma......
2. I will say shoe. Now you finish it, sh......
3. I will say elephant. Now you finish it, ele...........
4. I will say davenport. Now you finish it, daven...........
5. I will say apple. Now you finish it, ap..........
6. I will say truck. Now you finish it, tr...........
7. I will say tiger. Now you finish it, ti............
8. I will say car. Now you finish it, c.........
9. I will say floor. Now you finish it, fl...........
10. I will say radio. Now you finish it, ra............
11. I will say woman. Now you finish it, wo...........
12. I will say coat. Now you finish it, c...........
13. I will say chair. Now you finish it, ch...........
14. I will say horse. Now you finish it, hor........
15. I will say ball. Now you finish it, b............
16. I will say man. Now you finish it, m.............
17. I will say house. Now you finish it, hou..........

Lesson 4 *READINESS*

INSTRUCTIONAL OBJECTIVE

To state the missing word in the sentence.

MATERIALS

List of sentences

ACTIVITY

The teacher gives an incomplete sentence which the child repeats and completes by adding the missing word. Initially if the child has difficulty with this activity pictures may be used to provide additional clues: however, the use of the pictures should be discontinued as soon as it is possible for the child to complete the sentence without the visual clue.

1. The color of snow is ________________ (white).
2. I wear gloves on my________________ (hands).
3. I see with my ________________(eyes).
4. The color of the sky is____________(blue).
5. I sleep in a ______________(bed).
6. In the lunchroom we eat our___________(lunches, sandwiches, etc.)
7. My father drives a ______________(car).
8. Milk is cold, coffee is ___________(hot).
9. I wear shoes on my ____________(feet).
10. The color of grass is ______________(green).

Begin with short sentences and as the child's skill increases, increase the length of the sentence.

1. The sun shines during the day, the moon shines at ____________ (night).
2. A baby is small, a man is ____________ (tall, big, large,).
3. In school we sit at our own ____________ (desk).
4. One of the colors of the United States' flag is _________(red, white, blue).
5. I write with a pencil and ____________ (paper).

Lesson 5 *READINESS*

INSTRUCTIONAL OBJECTIVE

To state a word which completes a given sentence and rhymes with a word in the sentence. Then the child is to repeat the entire sentence.

MATERIALS

List of sentences

ACTIVITY

The teacher gives an incomplete sentence which the child repeats and fills in the missing word which rhymes with a word emphasized in the given sentence.

1. He fell down the ________________(well).
2. The cat caught the ________________(rat).
3. There is a mouse in our ________________(house).
4. He threw the ball against the ______________(wall).
5. She buried her hand in the ______________ (sand).
6. The big dog sat on a ________________(log).
7. Billy goat just ate my new ______________(coat).
8. His name is Fred, his hair is ______________ (red).
9. The big bear has brown ________________(hair).
10. The little kitten lost its ____________ (mitten).
11. He sat on his new ____________ (hat).
12. We drove far in our new ____________(car).

LESSON 6 *READINESS*

INSTRUCTIONAL OBJECTIVE

To state a word which will complete a rhyming couplet and then repeat the entire rhyming couplet.

MATERIALS

List of rhyming couplets

ACTIVITY

The teacher repeats two lines of a rhyming couplet eliminating the last rhyming word. The child supplies the missing word and then repeats the rhyming couplet.

1. Ding Dong Dell
   pussy's in the ____________.
2. Jack and Jill
   went up the ____________.
3. Old King Cole
   was a merry old __________.
4. Hickory, dickory, dock,
   the mouse ran up the ____________.
5. Little Miss Muffit
   sat on her ____________.
6. Mary, Mary
   quite ____________.
7. Hey diddle, diddle
   the cat and the ____________.
8. Little Bo Peep,
   has lost her ____________.

9. Little Jack Horner
sat in a _______________.

10. Baa, baa black sheep
have you any wool ?
Yes sir, yes sir,
three bags ______________ .

Lesson 7 *READINESS*

INSTRUCTIONAL OBJECTIVE

To identify a missing word in a sentence and state the word and then repeat the entire sentence.

MATERIALS

A sentence to be learned by all the children.

ACTIVITY

Have the children learn a sentence by repeating it several times. Then the teacher reads the sentence omitting a different word each time. The children identify the missing word and then repeat the sentence in its entirety.

SALLY AND STEVE PLAYED WITH A BALL AND BAT.

1. Sally and Steve played with a ____________ and bat.
2. Sally and Steve ________ with a ball and bat.
3. Sally and Steve played _____________ a ball and bat.
4. ________ and Steve played with a ball and bat.
5. Sally and Steve played with a ball and ___________ .
6. Sally and __________ played with a ball and bat.
7. Sally and Steve played with ____ ball and bat.

WE SAW A DOG CHASE A CAT UP A TREE.

1. We saw a _______ chase a cat up a tree.
2. We saw a dog _______ a cat up a tree.
3. We saw a dog chase a _______ up a tree.
4. _____ saw a dog chase a cat up a tree.
5. We ______ a dog chase a cat up a tree.
6. We saw a dog chase a cat up a _________ .
7. We saw a dog chase a cat ______ a tree.

Lesson 8 *READINESS*

INSTRUCTIONAL OBJECTIVE

To identify the missing word in a poem and to state the word and then repeat the sentence from the poem.

ACTIVITY

Have the children learn the poem by repeating it several times. Then the teacher reads a sentence of the poem at a time and omits a different word each time.

1. Jack and ________ went up the hill,
2. to fetch a pail of __________
3. Jack ______ down and broke his crown
4. and Jill came _______ after.

1. Mary had a _________ lamb,
2. its ______ was white as snow,
3. and everywhere that ______ went,
4. the _________ was sure to go.

Another way to vary this activity would be to leave out one word from each sentence the first time you repeat it. The second time leave out two words, the third time three words, etc., until you have only one word per sentence.

1st time Mary had a ________ lamb.

2nd time Mary had __ _________ lamb.

3rd time Mary ___ __ ________ lamb.

4th time Mary ___ __ ________ ___.

Lesson 9

READINESS

INSTRUCTIONAL OBJECTIVE

To state a word that rhymes with a given word. 98% accuracy should be shown on the responses before leaving this activity.

MATERIALS

List of words which can easily stimulate children to think of rhyming words

ACTIVITY

The teacher reads a word and the child responds by stating a word which will rhyme with the given word. Any word is acceptable as long as it rhymes with the given word.

1. shoe
2. store
3. door
4. rake
5. ran
6. give
7. head
8. chair
9. log
10. bug
11. right
12. bend
13. look
14. sit
15. ham
16. bee
17. can
18. stop

LESSON 10 ACADEMIC

INSTRUCTIONAL OBJECTIVE

To state a word which rhymes with a key word in a given sentence.

MATERIALS

List of sentences with key words

DIALOGUE

Let's play a riddle game that involves rhyming. I am thinking of a fruit that rhymes with chair. Yes, pear, of course is the answer. Let's see how many of these you can answer.

1. I am thinking of a fruit that rhymes with fairy. (cherry or berry)
2. I am thinking of an animal that rhymes with force. (horse)
3. I am thinking of an animal that rhymes with fig. (pig)
4. I am thinking of a bird that rhymes with blow. (crow)
5. I am thinking of a vegetable that rhymes with flea. (pea)
6. I am thinking of an animal that rhymes with vow. (cow)
7. I am thinking of a meat that rhymes with Sam. (ham)
8. I am thinking of a fruit that rhymes with beach. (peach)
9. I am thinking of a fruit that rhymes with soon. (prune)
10. I am thinking of a fruit that rhymes with hum. (plum)
11. I am thinking of an animal that rhymes with fog. (dog)
12. I am thinking of an animal that rhymes with heap. (sheep)
13. I am thinking of an animal that rhymes with float. (goat)

LESSON 11 ACADEMIC

INSTRUCTIONAL OBJECTIVE

To select a verb which will complete a given sentence.

MATERIALS

Two boxes. One containing cards with sentences which do not have the verb written on them; and, one box containing cards with only verbs.

ACTIVITY

A child draws one card from the sentence box and one card from the verb box. If the verb completes the sentence properly the child may take the cards to his desk. If the two cards do not match the child puts the verb card back in the verb box and leaves the sentence card on top of the table. The next child selects a sentence card and a verb card. If the second child's verb card completes the first child's sentence he may take those two cards to his desk and leave his sentence card on the table. If his verb card does not match any sentence he then puts the verb card back in the box and leaves his sentence on the table top.

1. Mother__________ a cake in the oven. (baked)
2. Do you __________ in the deep water? (swim)

3. At night we ________ one television program.(watch)
4. I will ________ a letter to Grandmother. (write)
5. I ________ an interesting story from a library book. (read)
6. John ________ up a tall ladder. (climbed)
7. Dad ________ a car to work. (drives)
8. I have to ________ my hands and face. (wash)
9. My oldest brother ________ the lawn with a lawnmower. (mows)
10. A secretary________ with a typewriter. (types)
11. Billy ________ a pony on the farm. (rides)

Lesson 12 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

To write a word which will complete a riddle and end with a given sound. The child should be able to complete this activity with 90% accuracy before moving on to another activity.

MATERIALS

Chalkboard with endings such as -ook, -at, -all, etc, written on it and a list of words that end with the endings on the chalkboard with accompanying riddles.

DIALOGUE

I am thinking of a word that ends with -ook. Children read me. What am I? (The child writes his answer *book* on the chalkboard.)

1. I end with -at. People wear me on their heads. (hat)
2. I end with -all. Children bounce and catch me when they play with me. (ball)
3. I end with -oom. I am used for sweeping. (broom)
4. I end with -ed. I am a color. (red)
5. I end with -oor. People open me before they can enter a room. (door)
6. I end with -ed. People sleep on me. (bed)
7. I end with -air. People sit on me. (chair)
8. I end with -og. I am known as man's best friend. (dog)
9. I end with -ose. I am used for smelling. (nose)
10. I end with -at. Baseball players hit a ball with me. (bat)
11. I end with -ed. Boys and girls use me to slide down hills in the snow. (sled)
12. I end with -oor. You walk on me in a house. (floor)
13. I end with -all. I am one of the four seasons of the year. (fall)
14. I end with -air. I grow on your head. (hair)

Lesson 13 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

To state a word which is often associated with the word the teacher pronounces. The child should be able to respond with at least 85% accuracy.

MATERIALS

List of words which are commonly associated.

ACTIVITY

Auditory closure can be practiced with an association game. The teacher gives a word which is commonly associated with another word which the child supplies.

1. coffee and __________ (cream)
2. paper and __________ (pencil)
3. up and __________ (down)
4. black and __________ (white)
5. in and __________ (out)
6. bread and __________ (butter)
7. milk and __________ (cookies)
8. hat and __________ (coat)
9. man and __________ (woman)
10. potatoes and __________ (gravy)
11. pork and __________ (beans)
12. boy and __________ (girl)
13. hand and __________ (glove)
14. shoes and __________ (socks)
15. night and __________ (day)
16. comb and __________ (brush)
17. cat and __________ (mouse)
18. table and __________ (chair)
19. grandmother and __________ (grandfather)
20. sweet and __________ (sour)

Lesson 14 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

To state the key words in the sentence in plural form. The child should be able to complete this activity with 85% accuracy before moving on to another activity.

MATERIALS

List of sentences which contain words which can be changed to plurals.

ACTIVITY

The teacher reads a sentence which the child repeats changing the key words to plurals.

1. The man saw an elephant.
   The ______ saw two ________________.
2. She has one doll.
   She has three ___________.
3. The boy sang a song.
   The ________ sang _______.
4. He found a golf ball.
   He found four golf _________.
5. The woman bought a new hat.
   The _________ bought new _________.
6. I have a shoe.
   I have two ___________.
7. Please bring me a cup.
   Please bring me four _________.
8. The girl found a penny.
   The _________ found many __________.
9. She picked a flower.
   She picked a bouquet of __________.
10. The dog jumped over the stick.
    The ________ jumped over many ____________.

LESSON 15 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

To state an incompletely given word which will complete a phrase which is comprised of two words which are often associated.

MATERIALS

List of words which are commonly associated

ACTIVITY

The teacher gives a partial word in a phrase. The child completes the partial word and then repeats the entire phrase.

1.	pen and pen..............	(pencil)
2.	table and ch..............	(chair)
3.	bread and bu..........	(butter)
4.	sugar and sp..............	(spice)
5.	up and dow........	(down)
6.	man and wo...........	(woman)
7.	hot and co...............	(cold)
8.	black and whi............	(white)
9.	big and lit..........	(little)
10.	young and o.........	(old)
11.	brother and sis...........	(sister)

12. in and o.......... (out)
13. fast and sl............. (slow)
14. knife and for............ (fork)
15. shoes and s............. (socks)
16. bacon and e.......... (eggs)
17. mother and fa........... (father)

Lesson 16 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

To state the correct verb form which will complete a given sentence. The child should be able to respond with 90% accuracy before leaving the activity.

MATERIALS

List of sentences utilizing two verbs such as was and were. Other verbs which could be used are: came and come; did and done; went and gone; and is and are.

ACTIVITY

The teacher indicates which two verbs are to be used and then reads an incomplete sentence to the child, making a noise or gesture to emphasize where the missing verb is located in the sentence. The child states the correct verb and then repeats the entire sentence. The children can be divided into teams to make a game from the activity. Of course, the team with the most points wins.

1. She __________ going to town.
2. He __________ in an airplane.
3. They __________ next to the elephant.
4. Where __________ they going.
5. Did you see where she __________ going?
6. The jet __________ so far away.
7. Who __________ she sitting next to?
8. Mike and Jane __________ going up the hill.
9. The spaceship ______ to take off in 10 seconds.
10. Where __________ you during recess today?

Lesson 17 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a sentence the child should be able to remember the word which was left out the second time the sentence was read with 95% accuracy.

ACTIVITY

The teacher reads a sentence to the child, pauses, and then repeats the sentence leaving out a word. The child should be able to identify the missing word.

Read the sentence and then repeat the sentence leaving out the underlined word.

1. Sally went to her grandmother's house for lunch.
2. Did you see Jane's new red bicycle?
3. Yesterday we saw a movie at the new theatre downtown.
4. Our new colored television set cost four hundred dollars.
5. Sam's house is located at West 15th and Washington Streets.
6. June didn't come to school because she has a bad cold.
7. Bernie is wearing a beautiful orange sweater.
8. Our social studies book has a bright green airplane on the cover.
9. The light is so intensely bright it gives me a headache.
10. The winter winds brought the snow swirling gently to the ground.
11. Isn't that John's hunting dog in the woods?
12. Didn't you order a chocolate malted milk and a hamburger?

● ADDITIONAL ACTIVITIES ●

•••••auditory association

Lesson I

READINESS

INSTRUCTIONAL OBJECTIVE

Given an assorted list of words including those belonging to a specific category (toys, for example), students will be able to identify all words falling under the specified category with 95% accuracy.

MATERIALS

A selection of various concrete objects, among which will be included examples of toys.
A prepared list of assorted words which includes names of various toys.

ACTIVITY

Instructor will verbally name a category such as food, or tools (or any category other than the one being used in the formal lesson presentation). Instructor will verbally provide an example as demonstration, apple, for example, under the food category. Students will be asked to list as many items as they can under the food/fruit category. The category tools could be used as additional demonstration. Other possibilities might be clothing, pets, furniture .

Instructor will now move into motivation for the formal lesson presentation of the selected category, i.e., toys. Instructor will display random objects, including examples of the selected specific category. Students will be asked to name the objects (all of them) and classify them. Instructor will thus be able to contrast the category being taught with the random categories. Random objects could [illegible] under the categories of eating utensils, writing materials, tools, clothing. [illegible] until the category/object association has been well established.

Instructor will now explain that she is going to read a list of words, and that among these words will be the names of various objects, some of which will be the names of toys. Students are to listen carefully, and whenever they hear the name of a toy, they are to raise their hands. Student called upon will repeat the word/name, and associate it orally with the correct category (toys).

Possible list of objects:

1. Toys: ball, top, jacks, bat, football, roller skates, doll, puppet, puzzles, baseball, catcher's mitt, Tinker Toys, toy iron
2. Tools: hammer, saw, screw driver, putty knife, drill
3. Table service: plate, cup, silverware, glass, serving spoon, fork, knife, saucer
4. Clothing: glove, cap, sweater, socks, shirt, jacket, belt, tie

Possible list of assorted words, including names of toys: (words naming toys are asterisked)

*ball
glove
*doll
desk
*bat
*jacks
shoe

*Old Maid
boat
shirt
plate
*doll
hammer
store

train
river
*yo-yo
shovel
*bike
*top
saw

sock
car
sidewalk
*football
hat
*checkers
stove

LESSON 2 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a list of objects, dictated by instructor, with most of the objects listed falling within a given category, student(s) will be able to identify all object names alien to the specific category with 95% accuracy.

MATERIALS

Several lists of object names, with most of the objects contained on each list falling within a given category.

ACTIVITY

Instructor will review previous work with classification of objects. When it appears understanding has stabilized, instructor will then prepare students for the following type of activity. Beginning with the first list (below), instructor will tell students that she will be reading a list of object names; that most of the words on this list name kinds of foods; but that some of the words on this list name something else. Students, when they think they hear a word that does not name a kind of food, will raise their hands. Student called upon will name the alien word and assign it to its proper category.

Possible lists: ("alien" words are asterisked)

FOOD	CLOTHING	ANIMALS
hamburgers	*cot	bear
*hairpins	jacket	lion
*shoe	*cake	*book
vegetables	suit	kitten
apple	hat	*pencil
*car	belt	*paper
cherries	*boat	seal
pie	socks	otter
*tire	*hammer	*hat
steak	*window	*house
*curtains	snowsuit	mouse
pickle	cap	deer
potato	*tree	*fence
*stove	*closet	*zoo
lettuce	*hanger	wolf
*kitchen	gloves	*cage
*mixing bowl	*suitcase	elephant

LESSON 3 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a series of sounds, students will be able to identify the sounds and select the picture of the object associated with each sound with 90-95% accuracy.

MATERIALS

An album or tape recording of various categories of sounds.
Sets of pictures matching each of the selected sounds.

ACTIVITY

Instructor will have selected a commercially prepared, or will have prepared her own, recording of sounds from, for example, a farm, a zoo, a forest, a city street. Instructor will play the sounds, one at a time, and ask students to identify each of the sounds and what or who makes them, or instructor may ask students to select pictures matching the sounds, or both.

List of suggested sounds/sources:

FARM

- rooster
- cow
- pig
- turkey
- horse
- tractor
- dog barking
- kitten

FOREST

- woodpecker
- locusts
- bumble bee
- squirrel
- blue jay
- robin
- wren
- owl

CITY STREET

- auto horns
- brakes
- passing cars
- truck
- fire truck
- ambulance
- police siren
- traffic whistle

ZOO

- elephant's trumpeting
- lion's roar
- bear's growl
- dolphin's squeak
- monkey's chatter
- parrot's squawk
- peacock's shrill call

Lesson 4 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given sets of objects (3 or 4 within a given category), students will be able to provide two or three likenesses and two or three differences among the objects within that category. (Auditory presentation)

MATERIALS

A series of lists of categories, each category containing three or four objects

ACTIVITY

Instructor will explain that she will read three or four items belonging to a category, book, magazine, newspaper, cartoon, for example, under the category of "reading materials." Students will be asked to think of three or four shared likeness (all use paper; all convey a message of some sort; all feature printing; all require the use of a printing press, all can be read, etc.), and three or four differences (prints may be different; some may have illustrations, others not; some are in book form, others not; size of paper used may be different; color of paper may be different; quality of paper may be different, etc.).

Suggested Topics

CATEGORY	ITEMS
Transportation	**car**, truck, bicycle
	Likenesses: all have wheels; all transport people or goods; all must have licenses, horns, lights; all are operated by people; all are made of metal; all have seats
	Differences: number of wheels; not all have windows; horns all sound different; size; bicycle has handlebars instead of steering wheel: bicycle is slowest moving
Transportation	plane, bus, boat (ocean-going vessel)
	Likenesses: all transport people; all can travel great distances; all contain metal, glass; all require a fare; each usually is restrained to the same regular route
	Differences: plane travels through air, bus uses highways, boat requires water; bus doesn't serve food; bus doesn't require sophisticated instruments; plane is fastest; boat is slowest; boat doesn't have wheels
Clothing	mittens, scarf, boots, bathing suits
	Likenesses: all are clothing; all have seasonal popularity; all come in specified sizes; all can be purchased; all are manufactured
	Differences: bathing suit for hot weather, others for colder weather; each for a different part of the body; boots are made of rubber, others made of fabric; fabrics may range from wool to cotton to silk to nylon

Lesson 5

READINESS

INSTRUCTIONAL OBJECTIVE

Given an auditorily received stimulus word having a direct opposite, student(s) will verbally be able to provide that direct opposite with 95% accuracy.

MATERIALS

A list of paired opposites. (In addition to those supplied below, Botel's list of word opposites is a recommended source.)

ACTIVITY

Instructor will demonstrate the concept of opposites. Instructor may say, *I am moving my hand up toward the ceiling,* slowly raising hand as she does so, and continues by saying, *which way would I move my hand if I were to move it in the opposite direction?* Call on raised hands for response. Further demonstration might include, *Bill just came into the room. What is the opposite of* coming in? Continue until the concept of opposites is understood.

Instructor will then read the words from the STIMULUS WORD column, calling upon raised hands for the OPPOSITE WORD response.

STIMULUS WORD	OPPOSITE WORD
in	out
up	down
left	right
front	back
thick	thin
wide	narrow
big	little
wet	dry
hot	cold
high	low
fast	slow
full	empty
open	shut
heavy	light
old	new
clean	dirty
beautiful	ugly
loud	soft
rich	poor
many	few
often	seldom
always	never
black	white

LESSON 6 *READINESS*

INSTRUCTIONAL OBJECTIVES

Given a collection of pictures, separately mounted, illustrating paired opposites, students will be able to identify and verbalize these first order relationships by naming the opposites and manually pairing the appropriate pictures with 90 to 95% accuracy.

MATERIALS

A collection of pictures, each separately mounted, which illustrate selected pairs of opposites.

ACTIVITY

Instructor will have selected several pictures of paired opposites, such as a picture of a boy entering a room - which shows the face and front of the body, and the other showing a boy going out of the room - showing the back of his head and body. Display the pictures and discuss/explain the concept of *in* and *out*. Select another pair of opposites, such as *up* and *down*. Discuss / explain. Remove one of the four cards, mix the remaining three, hold up the remaining three, and ask the students to pick out the two that illustrate the concept of opposites, thereby eliminating the picture which does not apply. Demonstrate/explain/discuss as needed.

Mix all picture/cards and line them up on the chalk tray. Student will pick up the first picture on the left, move along the chalk tray towards the right until he finds the picture that illustrates the opposite of the card held. Student will be required to identify the objects being pictured and the opposites concept involved.

Suggested Picture-Pairs (key words are underlined);

A high mountain - a low valley

Wet river - dry desert

Big truck - little Volkswagen

Hot campfire - cold ice cube

Someone going up a ladder - someone coming down the stairs

Child coming in the door - child going out

A big elephant - a tiny mouse

Old year (father time) - the infant New Year

Old shoes - new shoes

Circus fat lady - circus thin man

Full glass - empty glass

Open door - closed door

Front (child's face) - back (back of his head)

Clean shirt - rumpled, dirty shirt

Thick book - thin book

Summer - winter

Other opposites, as desired

Lesson 7

READINESS

INSTRUCTIONAL OBJECTIVE

Given a set of three objects, auditorily presented, student(s) will be able to identify and name the two objects that belong together with 90-95% accuracy.

MATERIALS

A list of sets of words, two of which belong together and one of which does not.

ACTIVITY

Instructor will demonstrate by holding up familiar items (two) which belong together, such as pencil and paper, comb and brush, etc. Discuss/explain. Hold up another pair, such as chalk and eraser, but add a mitten - or some other "alien" object. Ask student(s) to identify and name the two items that belong together. When procedure is understood, begin dictating from prepared list, naming the sets of three items, one set at a time. Students will raise hands. Student called upon will identify and name the two objects of the three that belong together. Instructor might also ask the students to name the category for the associated words as well as for the "alien" word.

Suggested three-word sets (alien word is underlined):

apple, orange, fork

house, garage, river

salt, pepper, milk

fork, pan, knife

shoe, glove, sock

dress, pen, belt

light bulb, chair, lamp

toast, milk, butter

coat, pillow, sheet

tire, ball, wheel

sky, month, day

TV, picture tube, telephone

house, car, bus

ball, cat, bat

This list can be expanded for the next step by adding a fourth word. In this case, three of the words will belong together, and the fourth will not.

Lesson 8 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a series of pictures of familiar items, students will be able to identify picture content and approximate the sound produced by the object pictured with reasonable accuracy.

MATERIALS

A series of pictures illustrating objects and/or actions that are reasonably familiar to students, and for which students may reasonably be expected to produce the appropriate, approximate sound.

ACTIVITY

Instructor will discuss various objects normally considered a part of our general environment, for which there are specific sounds. Instructor might name *cat*, and, if she is talented (!), will produce the sound made by a cat. Instructor will hold up a picture of a cat and ask students to produce their interpretation of the sound a cat makes. Continue with several other sound-producing objects known to be familiar to the students.

When students understand the type of response expected from them, instructor will hold up pictures, one at a time. Students will raise hands. Student called upon will name the object pictured, and produce his version of the sound it makes.

Suggested pictures:

a person sneezing

a person coughing

a treed cat

the dog who treed the cat

a crow

a pig

a horse

a chicken

a telephone

someone eating soup

someone holding his finger up to his lips (sshhh)

someone stubbing his toe

a picture of a ghost

someone whistling

a toy car

an owl

a bullfrog

a bee

lesson 9

ACADEMIC

INSTRUCTIONAL OBJECTIVE

Given a problem solving situation, such as being able to anticipate needs appropriate for a specific situation, children will be able to list such needs in order of priority.

MATERIALS

A list of various problem solving situations

ACTIVITY

Instructor will introduce activity by saying something like *If we were going to bake a cake, what are some of the things we would need? Let's see if we can list the things we would need in the order of their use.* This should be a cooperative effort, and the instructor will write responses on the board, writing the most important beside the number 1, etc., thus providing the opportunity for both visual and auditory association and sequencing. This will also help the students hold one, two, or more items in mind while searching for, considering, comparing, and listing subsequent items associated with the specific problem solving situation.

Suggested Problem-Solving Situations:

1. If your mother asked you to go to the store for her, what would you need to take with you?
2. If you were going on a camping trip, what would you need to take with you?
3. If you were going to change your bicycle tire, what are some of the things you would need?
4. If a friend fell down and skinned his knee, what would you do?
5. If you got lost in the country, what would you do?
(There are several possibilities here; find a fence and follow it to a gate, and very likely a road, which would lead to a farmhouse; or, if lost in a cornfield, follow a row-rather than cut across rows of corn - until you again come to a fence or road; if lost in a woods, walk with your shadow before you until you come to the end of the woods, a fence, then a road; or follow a creek or stream, going with the current until reaching a bridge or road; learn your address and telephone number; camping guide

publications can provide other solutions - contact Department of Interior, Washington, D.C. National Park Service.

6. If you saw someone mistreating an animal, what would you do? (Here would be an opportunity to introduce social-moral values such as kindness, gentleness, consideration.)
7. If you saw someone stealing something, what would you do? (Here would be an opportunity for inviting a guest speaker, such as a police officer or lawyer, to discuss law enforcement. There is also a publication put out by the Iowa State Department of Public Instruction, Des Moines, Iowa (Special Education Curriculum Development Center - An In-Service Training Approach on Law Enforcement) which can be obtained by writing either to the Special Education Division in Des Moines, or to the University of Iowa, College of Education, Department of Special Education, Iowa City, Iowa.

Lesson 10 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a specific situation, children will learn to evaluate that situation (or situations) and will learn to anticipate and predict outcome.

MATERIALS

Prepared list of cause-effect behaviors or situations

ACTIVITY

Instructor will introduce activity by saying, *We are going to think through some problems together. If I were driving my car through a thick fog, what do you think would happen if I drove very fast?* Or, Instructor might say, *If a sudden rainstorm came up and I saw my window open but didn't close it, what do you think would happen?* Continue through several other illustrations, as needed. When student(s) have grasped behavioral response expected of them, begin reading the prepared list of situations, one at a time. Allow ample time for discussion, evaluation, exchange of ideas, and consensus. Ask questions that probe for critical thinking.

Suggested *What would happen if?* situations:

1. You looked through a book with something sticky on your fingers?
2. You left a carton of ice cream out of the freezer?
3. You ran on icy sidewalks?
4. You sat up to watch a late TV program and you had to go to school the next morning?
5. You picked up a plate with soapy fingers ?
6. You had on your new shoes and walked across a muddy yard?
7. You climbed a tree while wearing your good clothes?
8. You ran in a crowded hallway?
9. You put something on the stove to cook, went out to play and forgot about it?
10. You crossed a street without looking carefully in both directions?
11. Your mother said you had to have your room cleaned before you could go to the show with your friends, and your room was cleaned in time?

12. Your father said you could have 50 cents if you took out the trash every day all week, and you remembered to take the trash out every day?
13. Your instructor gave you a list of words to learn and you learned them all?
14. You went out ice skating and you didn't dress warmly enough?

Others can be devised as desired.

LESSON 11 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a category or a classification, student(s) will try to think of as many items as they can that fall within that given category or classification.

MATERIALS

A prepared list of categories and/or classifications.
Chalkboard and chalk

ACTIVITY

Instructor will introduce the activity by saying something like, *We are going to think of as many words as we can that begin with the consonant /b/, for example. I will write the letter /b/ on the board* (and instructor then writes the letter /b/ near the top of the board)*, and I will write down each word that you think of that begins with the letter /b/.* Instructor will demonstrate by carefully pronouncing several words that begin with the letter /b/, such as /begin/, /below/, /before/. When students understand what is expected of them, proceed as planned.

When a sizeable list has been written on the board, instructor might like to have students choose any five (5) words listed and write a sentence using each. If writing is too difficult, instructor might call for oral sentences using a student-selected word.

Suggested list of words beginning with the letter /b/:

ball, bell, big, butter, bear, board

blue, black, bill, bug, blow, blew, back

between, beside, bail, brisk, batch, bat

break, blame, bump, brain, borwn,

(Depending upon the grade level of students, this procedure could be used for final consonant sounds, medial sounds, rhyming words, compound words.)

LESSON 12 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given the objective of enumerating items that share common characteristics, perform similar functions, or can be used for similar purposes, students will be able to list three or more items that can be properly listed under a selected function or purpose.

MATERIALS

A list of items that share characteristics, functions, or purposes

ACTIVITY

Instructor will introduce activity by saying, *We are going to see how many things we can think of that can be used for the same thing. For example, if I were to ask that we try to list as many things as possible that are used TO HOLD SOMETHING IN PLACE, what are some of the things we could name?* (hairpin, paper clip, head pin, safety pin, brad, clamp, tack, nail, screw, staple, glue, scotch tape, masking tape, stitching, lacing, zipper). When students understand what is expected of them, proceed by dictating the FUNCTIONS listed below, with students supplying the names of the various items that perform the dictated function.

Suggested list of functions/items that perform that function:

1. Items that give off light: candle, flashlight, light bulb, lamp, match, headlights, sun lamp, clock dials, lantern, spot light, beacon.
2. Objects that require engines/motors in order to move: planes, some boats, cars, trucks, trains, motor-bikes, motorcycles, motor-scooters, power mowers, sewing machine, washing machine, mixers, electric typewriters, electric toothbrush, reducing machine, go-cart, rides at a county fair, snow-blower, snowmobile. (This list can be extended to items that provide transportation; items that can be used for measuring; items that are used for communication.)
3. Objects used for enlarging and/or seeing: eye glasses, magnifying glass, binoculars, telescope, microscope, rear-view mirrors, mirrors in general, contact lenses.
4. Tools used for carpentry: hand saw, hammer, screwdriver, level, measuring tape, carpenter's pencil, sander, power saw, jig saw, chisel, nails.
5. Tools can be extended to: painter's tools, gardening tools, kitchen utensils, garage tools, manicurist's tools.

Lesson 13 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a series of statements or questions, each examining logical/illogical relationships, student will be able to determine which are logical and which are illogical with 90-95% accuracy.

MATERIALS

A prepared list of logical/illogical relationships

ACTIVITY

Instructor will introduce activity by saying, *I am going to read some sentences or questions to you. Some of the sentences or questions will make good sense, but others will not. I want you to raise your hand when you have decided WHICH it is, sense or nonsense, and then tell me why you think as you do.* Instructor may illustrate by reading the question, for example, *Do boards walk?* Another, *Do rivers run?* When students understand what is expected of them, proceed by dictating prepared questions or statements, one at a time.

Suggested statements and questions:

1. Do birds gallop?
2. Does it snow during July?
3. Does the sun shine at night?

4. Do horses fly?
5. Do thumbs tack?
6. Do you wear an overcoat in August?
7. Do dogs have scales?
8. Do cats climb trees?
9. Do horses bark?
10. Do cows meow?
11. Do hall runners run?
12. Could you hold your cup with your feet?
13. Would you buy a hamburger at a flower shop?
14. Can a swimming pool swim?
15. Do you shiver when you are very warm?
16. Is your hair longer after you have had it cut?
17. Could you hear someone speak on the telephone after you have hung up the receiver?
18. Does a mouse roar?
19. When you are hot, can you cool off in the sun?
20. Does a book jacket keep a book warm?
21. Can a firefly burn?

lesson 14 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a dictated series of multiple-choice type questions involving logical relationships delivered in "riddle-like" form, students will be able to select the appropriate responses.

MATERIALS

A prepared list of multiple-choice questions. (Source: Aids to Psycholinguistic Teaching, by Bush and Giles, Chapter 3, p. 57-8l)

ACTIVITY

Instructor will introduce activity by saying, *I am going to read some questions to you. When I have finished reading each question, I will then read three possible answers. You are to select the answer that you think most correctly answers the question.* Instructor might illustrate by reading, *Which of the following caps would not be used for warmth?* (bottle cap, skating cap, skiing cap) Illustrate further, as needed.

Suggested questions/answers: (correct choices are underlined)

1. Which of these has legs but cannot walk? (chair, table, dog)
2. Which of these has eyes but cannot see? (needle, nail, potato)
3. Which of these has a tongue but cannot talk? (man, shoe, radio)
4. What do dogs do to rabbits? (chase, race, face)

5. Which of the following sings without words? (girl, boy, bird)
6. What goes up and down but takes you nowhere? (elevator, stairs, umbrella)
7. What kind of beans do not grow in a garden? (green beans, yellow beans, jelly beans)

LESSON 15 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a list of incomplete sentences, the completion of which will provide a first-order relationship, the student(s) will be able to complete presented sentences with 90-95% success.

MATERIALS

A list of incomplete sentences, which, when completed, will establish the primary characteristic (or first-order relationship) implied by the subject of the incomplete sentence.

ACTIVITY

Instructor will introduce the activity by saying, *I am going to read some incomplete sentences. You will listen carefully and see if you can think of the word that would be the best word to finish the sentence.* Illustrate by reading, *Sugar is ______ (sweet),* or *Grass is ______ (green).* Illustrate further as needed. When it appears that student understanding is established, read from the prepared list of incomplete sentences, one at a time.

Suggested incomplete sentences:

1. Sandpaper is ______ (rough, scratchy).
2. Fire is ______ (hot).
3. Ice is ______ (cold).
4. Water is ______ (wet).
5. The desert is ______ (dry).
6. Cement is ______ (hard).
7. Cotton is ______ (soft).
8. The sky is ______ (blue).
9. A mountain is ______ (big).
10. A grain of sand is ______ (small).
11. Grass is ______ (green).
12. Trains move on ______ (tracks).
13. Flowers grow in ______ (gardens).
14. Farmers live on ______ (farms).
15. A knife is ______ (sharp).
16. Soot is ______ (black).
17. We wear socks and ______ (shoes).
18. It is dark when the sun ______ (goes down).

Other first-order relationships may be presented. When this concept and procedure seem well in hand, go to second-order relationships (Auditory Association , Lesson No. 16) in which the student will learn to find a corresponding relationship appropriate to a second concept. These are presented in the form of verbal analogies.

Lesson 16 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a sentence containing a first-order relationship paired with a sentence containing an implied but incomplete second-order relationship, student(s) will be able to complete the sentence containing the second-order relationship. Student(s) should be able to complete a series of such paired sentences with 90-95% accuracy.

MATERIALS

A prepared list of complete first-order sentences which have been paired with incomplete second-order sentences whose completion is implied by the nature of the first-order sentence.

ACTIVITY

Instructor will introduce the activity by saying, *I am going to read sentences which contain two parts. The first part of each sentence will be complete, but the second part will not be complete. Listen carefully, and notice the idea contained in the first part; the second part should be completed in the same manner. I will read a sentence to show you what we mean.* Instructor may read: *If sugar is sweet, vinegar is ______(sour).* Another: *We write with a pencil, but paint with a _______(brush).* Another: *If a refrigerator is cold, a stove is _____(hot).* Others may be used involving identifying and matching similar relationships for such things as concrete and abstract concepts, purpose, function, structure, shape, color, size, opposites, sound, cause-effect relationships.

Suggested first- and second-order relationships:

1. Sandpaper is rough, glass is _________(smooth).
2. Fire is hot, ice is ________(cold).
3. A boulder is big, a grain of sand is _________(small).
4. An elephant is heavy, a mouse is_________(light).
5. Water is a liquid, ice is a __________(solid).
6. An accelerator makes a car go fast, brakes make a car__________(slow down).
7. People smile when they are pleased, and _______(frown) when they are displeased.
8. Paper is used for writing, a book is used for___________(reading).
9. A woman wears a blouse, a man wears a __________(shirt).
10. A nest is to a bird as your ________(house) is to you.
11. A highway is to a car as a ________(track) is to a train.
12. A bear has fur, a bird has__________(feathers).
13. Fish have fins, birds have ______(wings).
14. A flower is to a garden as _______(trees) are to a forest.

LESSON 17 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a list of classifications, children will list everything they can think of that falls within each of the given categories.

MATERIALS

Prepared list of classifications

ACTIVITY

Instructor will introduce the activity by saying, *I will list words that describe a person, place, animal, or thing. We will try to think of as many different things as we can that fit under each of the words I give you.* Instructor may illustrate by introducing the word "hot." Instructor will illustrate by providing a few examples that satisfy the concept implicit in the word "hot" such as: *sun, fire, stove, furnace.* Another: "cold" with examples: *ice, refrigerator, snow, winter, freezer, North Pole.* Continue until students understand what is expected of them. Then dictate from the prepared list of classifications, one classification at a time.

Suggested list of classifications:

1. hard
2. soft
3. green
4. has fur
5. has wings
6. has four legs
7. has four wheels
8. smells fragrant
9. is red
10. is made of wood
11. has feathers
12. is used to carry things
13. would be used by an artist
14. storm
15. smooth
16. noisy

LESSON 18 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given pairs of items falling within the same category, with both members of the pair having likenesses and differences, student(s) will be able to indicate the appropriate category, and will be able to indicate the likenesses and differences between members of each specific pair.

MATERIALS

A prepared list of pairs of items, with both members of each pair falling within the same category but having distinct likenesses and differences.

ACTIVITY

Instructor will say, *I am going to read a list of word pairs, one pair at a time. I would like you to think about each pair of words, and see how many ways you can tell me they are alike, and how many ways you can tell me they are different. We will begin with likenesses. For example, let's think about the word pair, pen and pencil, which can be classified as writing tools.* Possible likenesses might include: both are used for writing; both have points; both come in many colors; both can be used for art work such as sketching. If satisfied that possibilities have been exhausted, instructor could move to differences: one uses ink, the other lead; pencils have to be sharpened, pens need to be refilled; pencil point is dulled, pen point is not; lead breaks more easily; pencil casing is usually wood, pen casing is usually plastic; pen usually lasts much longer than pencil; pen points come in various widths, fine to thick; grades of pencil lead can range from very soft to extra hard. When student(s) understand procedure, the following list could be used:

Suggested word-pairs having likeness-difference potential:

1. crayons/paint brush
2. houseboat/ocean-going ship
3. plane/ship
4. ocean/lake
5. lake/pond
6. river/stream
7. stream/creek
8. book/magazine
9. street/highway
10. magazine/newspaper
11. grocery store/department store
12. garage/hangar
13. typewriter/printing press
14. wristwatch/pocket watch
15. acorn/corn
16. flashlight/searchlight
17. dictionary/encyclopedia
18. hill/mountain
19. wren/ostrich
20. minnow/whale
21. tennis/badminton
22. snail/oyster
23. calendar/sundial
24. cottage/skyscraper
25. Des Moines/Washington, D.C.
26. canoe/raft
27. school/library
28. horse/zebra

Lesson 19 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given an auditorily presented problem situation, student(s) will learn how to find and evaluate alternative solutions to a problem, and will be helped to develop ideational fluency in the process.

MATERIALS

A prepared list of one-sentence, open-ended problem situations.
Blackboard and chalk

ACTIVITY

Instructor will introduce activity by saying, *I have several problems that we are going to try to solve together. Almost all of these problems could be solved in several ways. We are going to see if, together, we can find the best way to solve these problems, one at a time. I have written three of these problems on the blackboard. We will allow about 8 or 10 minutes for each problem. I will read all three of them to you first* (and does so). *We will begin with the first one, which I will read again* (and does so). (Possible example: Supposing your mother had sent you to the store for a quick errand, and on your way to the store, you found a billfold full of money. What are some of the things you could do?) Work through whatever other problems that have been selected. When students understand the process, read problem situations from prepared list, one at a time. Allow ample time for examination and discussion of each problem.

Suggested one-sentence problem situations:

1. How many different routes can you follow to get from school to your home, and which is best?
2. Your car has just run out of gas in the middle of a busy, downtown street. What will you do?
3. You are president of your class and are supposed to conduct a class meeting but have forgotten to bring your notes. What could you do?
4. You are working in a grocery store after school, and observe a customer slipping merchandise into a large purse. What should you do?
5. You are late for an appointment, and see an elderly lady standing beside her car looking sadly at a flat tire. What would you do?
6. You are running to get out of a heavy rainstorm and drop a borrowed book into a mud puddle. What will you do?
7. You have made a purchase in a store and the clerk has given you too much change. What would you do?
8. A grown-up has just scolded the wrong person for having broken a window, and you have observed the entire situation. What would be the best way to handle this?

Lesson 20 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a dictated short story or chapter, with dictation discontinued just before the conclusion of that story or chapter, the student(s) will be able to write their own conclusions for that story or chapter.

MATERIALS

An exciting adventure or mystery story which lends itself well to oral reading, and which can be cut off just before the conclusion.

ACTIVITY

Instructor, prior to this unit, will have had students listen to taped books and short stories, and will have read stories to the class. Students will be aware of the story format, and will have written individual experience stories and/or a cooperative class story or two.

Instructor will choose an exciting short story or short book, or a particular chapter in a book. Instructor will read selected material orally to the class, but will stop just short of conclusion. The students' assignment will be to write their own ending to the story.

Instructor may wish to have each student read his own conclusion to the class, which will be followed by constructive criticism and discussion. Or, instructor may choose to read conclusions to the class. Class may wish to hear author's conclusion and compare it with theirs.

Suggested stories (Publisher's names included):

1. Abelard-Schuman Limited, 6 W. 57th, New York, 10019
    a. The Holy Man's Secret: A story of India, by Jean Bothwell

2. Benefic Press, Chicago
    a. Tom Logan series
3. Thomas Y. Crowell Co., 201 Park Ave. S., N.Y. 10003
    a. Mystery of the Castle Coins, by Helen Marie Pundt
    b. The Cinnamon Hill Mystery, by Lorrie McLaughlin
4. Field Ed. Pub., Inc., Palatine, Ill.
    a. Jim Forest readers
5. Harr Wagner Pub. Co., San Francisco
    a. The Deep Sea Adventure Series
    b. Morgan Bay Mysteries
6. J. B. Lippincott Co., E. Washington Square, Philadelphia 19105
    a. A handful of Thieves, by Nina Bawden
    b. The Mystery on Nine-Mile Marsh, by Mary C. Jane
    c. Secret of the Jade Pavilion, by Sylvia Sherry

LESSON 21 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given an abstract term or word, descriptive of an emotion, an attribute, a characteristic, or an attitude, students will learn to define and appropriately use that abstract term or word.

MATERIALS

A prepared list of abstract words or terms which describe an emotion, attribute, characteristic, or attitude

ACTIVITY

Instructor will introduce activity by pronouncing a descriptive word and using it in a sentence as a demonstration. Example: *generous* could be illustrated as follows: *Mr. Brown is a generous person.* Instructor might ask, *What do we mean when we say someone is generous?* Provide discussion and various applications of this word. Another example might be the word *curious.* Instructor might say, *We say cats are curious because they always look at and investigate everything they see.* Or, *We knew he was curious because he asked many questions.*

Students will have dictionaries. At the Advanced Level, it is assumed that students know how to use dictionaries. Meanings and shades of meaning may be looked up and verified.

Suggested words which can conjure up a wide variety of descriptive responses:

1. proud
2. rage
3. lonesome
4. pleased
5. patience
6. serious
7. threatening
8. delightful
9. carefree
10. ambitious
11. proper
12. scornful
13. precise
14. sad
15. gleeful
16. haughty

LESSON 22

INSTRUCTIONAL OBJECTIVE

Given a set of four words, three of which are closely related and one of which is out of context, students will be able to identify and name the incongruous word.

MATERIALS

A prepared list of sets of words, each set containing three closely related words and one word which is out of context

ACTIVITY

Instructor will demonstrate the concept of related and unrelated words. This activity has been used in lower levels with students being asked to identify and name the word that "doesn't fit." The principle, of course, is the same in this activity. Choice of words, however, has been based on more advanced levels of conceptualization, and the distinction is less apparent. Students are thus required to engage in more discriminatory thinking.

Suggested four-word sets: (underlined word is the incongruous word)

1. paper, book, newspaper, billboard
2. rake, hoe, trowel, hammer
3. salt, pepper, sugar, vinegar
4. tailor, tweed, thread, shoemaker
5. tire, steering wheel, windshield, harness
6. butter knife, hatchet, steak knife, bread knife
7. table lamp, beacon, bed lamp, desk lamp
8. house, cottage, barn, apartment
9. bull horn, transistor, TV, radio
10. river, creek, ocean, stream
11. wren, hummingbird, vulture, kinglet
12. ski helmet, snow suit, scarf, swimming suit
13. nail file, hedge clippers, nail clippers, nail polish
14. garden hose, sink, tub, shower

LESSON 23 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given instructor or student selected newspaper articles, editorials, etc., which will be read orally to the students, students will be able to listen, and determine the difference between fact and opinion by critical thinking and evaluation of content.

MATERIALS

An instructor or student selected collection of newspapers, magazines, editorials, articles

ACTIVITY

Instructor will choose from the sample materials one article, perhaps from the local newspaper, which illustrates objectivity and factual support for the stand taken. Instructor will have a second article, perhaps a letter to the editor, which is clearly illustrative of the author's opinion via loosely presented, emotional arguments and unsubstantiated statements. Both will be read aloud and compared through student participation, analysis, and discussion. Students will look up definition of such words as *opinion, facts, proof, objective, bias, prejudice, accuracy, truth, responsible, editorial, impartial, subjective.*

After instructor is satisfied that students have determined the differences between fact and opinion, students may be given the assignment of selecting articles to illustrate each of the two basic concepts being studied, i.e., fact and opinion. Students may be required to write a short critique in support of the articles chosen.

Instructor may also wish to set up an "interest table," upon which may be placed any or all materials pertaining to the unit topic. Materials may range from weekly newspapers to daily newspapers to news digest magazines to journals. Instructor may wish to set up committees to design and appropriate bulletin board, to survey materials and select specific examples that illustrate some of the terms mentioned above, to form a panel for class discussion. Possibilities are infinite.

● ADDITIONAL ACTIVITIES ●

Resources 6

Things to remember in ordering materials:

- Establish good basic core outlines for the academic areas before ordering expensive machine-type programs. Let the material serve as a good supplement to your already excellent program.

- Try to see material being used before buying it. It would be even better if arrangements could be made with the publisher to allow a trial period of the material in your classroom before buying it.

- Children often seem more interested in their materials if they are allowed to operate the machines themselves. Therefore, keep this in mind when buying materials.

  If you have a choice of reels or cassettes in taped programs, buy the cassettes as they hold up better with child usage.

  Try to buy machines whenever possible from a local representative so that service for breakdowns may not have to involve sending the machine back to the company.

MATERIALS

1. Use *Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship* by Gillingham and Stillman as your basic outline for providing a systematic method of teaching reading. This technique involves teaching the sounds of letters and then building these sounds into words. There is heavy emphasis on VAK (visual, auditory and kinesthetic) cues. The manual sells for $12.50. Phonics Drill Cards are $1.50. Phonetic Word Cards (Jewel Case) are $7.00. Little Stories are $3.00.

Publisher is Educators Publishing Service, Inc.; 75 Moulton Street; Cambridge, Massachusetts 02138

2. The *Distar* reading program is a good supplement to the Gillingham method. This is also a multi-sensory approach, using the say-it-fast method of blending sounds into words. It also has spelling and rhyming activities. The publishers catalog listing for 1972 advises the teacher to write to the local representative to arrange an inservice program.

Publisher is Science Research Associates, Inc.; 259 East Erie Street; Chicago, Illinois 60611

3. The *Wollensak tapes* consist of 550 packages, each containing a reel or cassette, student worksheets and a teachers guide. The price of each package is $7.95. Areas covered are extensive phonics tapes, spelling, comprehension, read-along stories, social studies, science and math. These tapes are well designed and can be used on standard recorders.

Distributor is Midwest Visual Education; 2915 Ingersoll Avenue; Des Moines, Iowa 50312

4. *Directional Phonics* is also a multi-media presentation of letter sounds and also stresses blending the sounds into words. The two volumes (1-10) and (11-20) involve 20 lessons, each stressing a different vowel pattern. A complete volume includes 10 filmstrips, 10 tapes, Student and Teacher manuals. Each volume sells for $97.50. This same company also has similar kits entitled *Confused Words* and *Confused Word Phrases.* Each of these kits also consist of two volumes containing filmstrips, tapes and manuals and also sell for $97.50 per volume.

Distributor is Teaching Technology Corporation; Box 505; 5520 Cleon Avenue; North Hollywood, California 91603

5. Electronic Futures, Inc. distributes a machine called the *Audio Flashcard Reader,* Model 101, which sells for $270. The value in this machine is that it allows individual drill for the child without involving a great deal of the teacher's time. The company has also developed quite a few materials to go with the machine and cover phonics, basic readiness skills and math facts.

Distributor is Electronic Futures, Inc.; A Division of KMS Industries; 57 Dodge Avenue; North Haven, Connecticut

6. Bell and Howell distributes a machine called the *Language Master*. Each machine sells for $250.00 There are some prepared package programs that go with the Language Master. However, the real value of this machine seems to be that blank cards are readily available and the teacher can make her very own supplementary drill material.

Eastern Iowa residents can obtain Language Masters and cards through Cinarco Audio-Visual Center; 221 Perry Street; Davenport, Iowa

7. The *Ideal Reading Tape Program* consists of packaged tapes in several reading areas with different prices for each set. Each tape includes two 10- to 12-minute open-end lessons. Students listen, write their answer and then hear the correct response on the tape. Master worksheets are included. Tapes include:

Reading Writing Readiness, 16 lessons, $48.00
Classification · Opposites · Sequence, 10 lessons,
Initial and Final Consonants, 20 lessons, $60.00
Blends and Digraphs, 10 lessons, $30.00
Vowels, 20 lessons, $60.00
Syllable Rules and Accent Clues, 16 lessons, $48.00

Word Building, 18 lessons, $54.00
Phonic Analysis, 18 lessons, $54.00
Spelling Generalizations, 18 lessons, $54.00

Distributor is Ideal School Supply Company; 11000 South Lavergne Avenue; Oak Lawn, Illinois 60453

8. The *Reading Readiness Series* is also multi-media in presentation. Each lesson includes a record or cassette, full color transparencies and duplicating masters. Series include five separate consonant packets and five separate vowel packets. Each packet is $9.95 if the record is purchased or $11.50 if the cassette version is purchased. If children are to use the equipment, it is advisable to buy the cassette version.

Distributor is the Milliken Publishing Company; 611 Olive Street; St. Louis, Missouri 63101

9. The *Phonics We Use Learning Games Kit* sells for $39.90 and is a useful game-type way to reinforce phonics skills. Ten games are included in the set and include beginning consonant sounds, final consonant sounds, digraphs, blends, vowel sounds and syllable activities.

Distributor is Lyons and Carnahan; Educational Division/Meredith Corporation; 407 East 25th Street; Chicago, Illinois 60616

10. Several publishers are moving into the read-along field. These programs are valuable because they are often highly motivating and give strong visual-auditory association cues to the student who may be having difficulty learning to read. Some of the publishers are:

Field Educational Publications, Inc.; 609 Mission Street; San Francisco, California 94105. This company has the heavily boy-oriented *Checkered Flag Audio-Visual Kits.* These books, filmstrips, records and cassettes come in two volumes, Kit A and Kit B and sell for $84.00 each. Field also has the *Time Machine Series* which is designed for grades K-3 and consists of 8 books at $1.95 each and 8 recordings at $1.50 each.

Bowmar; 622 Rodier Drive; Glendale, California 91201. This company has the very colorful, exciting, boy-oriented *Reading Incentive Program.* A single multi-media kit containing 10 softcover student booklets, cassette and filmstrip, and teacher manual sells for $32.99. Samples of the 16 titles available include *Karting, Drag Racing, Surfing, Horses* and *VW Bugs.*

11. Several companies are moving into the expensive machine-reading packet field. Keep in mind the thought that materials in reading should be supplements to a good basic reading program already established rather than relying on one of these machine programs to furnish your program. If you do decide to buy one of these programs, at least try it in the classroom with the children it will be used with before final purchase. Also be sure to find out how many programs are available at the time of purchase and how many are in the planning stages so you will have some idea of how much material will be available to be used with a specific machine.

12. Good teaching tools are available in the series of booklets put out by Educational Service, Inc. These booklets include very precise suggestions for activities in language arts (Spice), science (Probe), arithmetic (Plus), social studies (Spark), art (Create), physical activities (Action) and dramatics (Stage). Each booklet sells for $4.60.

They may be ordered from Educational Service, Inc.; P.O. Box 219; Stevensville, Michigan 49127

13. Several companies are moving into the field of teaching content areas and spelling by using extensive tape or cassette programs covering the elementary grades. These programs are usually expensive and should be thoroughly investigated and compared before purchase to see which particular programs best suit the needs of a particular class or type of student.

14. Several companies have lists of records that can be used for music or content area teaching. These companies include:

Bowmar; 622 Rodier Drive; Glendale, California 91201
Childcraft Education Corporation; Distribution Center; 52 Hook Road; Bayonne, New Jersey 07002
Educational Activities, Inc.; Freeport, L. I. New York 11520
Folkways Records; Children's Catalogue; 165 West 46th Street; New York, New York 10036
Hoctor Records; Waldwick, New Jersey 07463
Kimbo Records; P. O. Box 246; Deal, New Jersey 07723

15. The *Peabody Kits* are excellent teaching tools. They are colorful, full of information, have well-developed daily lesson plans and are portable. The *Peabody Articulation Cards* kit sells for $35.00 and contains 324 picture cards illustrating the 27 consonant sounds and blends in initial, medial and final positions. A sort rod speeds up the sorting procedure. The *Peabody Language Development Kits* come in four levels, Primer at $153.00; Level 1 for mental ages 4½ to 6½ at $57.00; Level 2 for mental ages 6 to 8 at $70.00 Level 3 for mental ages 7½ to 9½ at $54.00. The *Peabody Language Development Kits* contain colored picture cards, plastic color chips, puppets and other auditory or visual learning materials.

Distributor of these and other language development kits is American Guidance Service, Inc.; Publishers' Building; Circle Pines, Minnesota

16. Follett Publishers has several auditory training programs. These include:

The *Listen-Hear Books* and the *Junior Listen-Hear Books*. Each of these books is written to emphasize auditory discrimination skills of a particular sound. The first set consists of five books, a teachers manual and a case and sells for $22.83. The junior series sells for $19.41 and consists of six books.

The *Sight, Sound* and *Symbol* set involves connecting the sounds of a keyboard instrument with the recognition, writing and pronunciation of upper and lower case letters and numbers 1 through 12. This kit sells for $29.97.

The *Sound/Order/Sense* series is a two-year auditory perception program. The objectives of the program are to teach language sounds, sequence them in a logical order and put meanings to these sounds. A sample set consisting of 1 record, 2 activity cards, and an introduction and rationale to the program is available for $1.50. Level 1 of the program sells for $19.95 and Level 2 sells for $19.95 also.

The address is Follett Educational Corporation, Customer Service Center; P.O. Box 5705; Chicago, Illinois 60680

17. Developmental Learning Materials also has several auditory training programs. These include:

Auditory Training with Use of Rhythm Band Instruments consists of a tape for auditory discrimination for $3.25 and a complete set of rhythm instruments (if desired) for $20.00. The tape can be used without the instruments.

Tok-Back is a plastic device which is placed over the mouth and ears. The child talks into it and hears his voice amplified. It sells for $4.00.

The *Buzzer Board* produces a telegraph type noise and can be used for auditory discrimination, auditory motor or visual-motor-auditory sequencing. The board sells for $8.50 and requires two size C batteries which are not included. Pattern cards of dots and dashes can be purchased for $2.75 a set. This is a gadget that really interests some children.

The *Alphabet Motor Activities Book and Tape* attempts to teach the alphabet by pairing the letter symbol, a key word, a line drawing showing the word and a tape saying the letter. The set sells for $7.00.

The *Auditory Perception Training Program* covers five auditory areas; auditory memory, auditory motor, auditory figure ground, auditory discrimination, auditory imagery. The program contains spirit masters and cassettes at three levels for each general area. The whole set sells for $260.00. The separate areas are available at different costs.

The *Auditory-Familiar Sounds* tape or cassette presents 50 familiar sounds which are used with 50 flashcards to teach sound skills and identification. The cost is $4.25 for either the reel or cassette.

Distributor is Developmental Learning Materials; 7440 N. Natchez Avenue; Niles, Illinois 60648

18. *Auditory Discrimination in Depth* is a kit containing an extensive teacher manual, felt letter squares, felt squares of different colors to represent differences in sounds, letter tiles, and letter cards. The kit emphasizes position of the mouth and tongue to help discriminate different sounds. There are some very good ideas presented in the kit, but it is advised that a teacher planning to use this material receive inservice training from people familiar with it to understand the rationale of the whole program.

Distributor is Teaching Resources Corporation; Boston, Massachusetts

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